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ABSTRACT

The collection of competency goals and performance indicators is designed to assist regular and special educators in creating curriculum and instructional programs to maximize the learning potential of educable mentally retarded students. The competency goals and performance indicators are identified in most program areas by grade level categories (K through 3, 4 through 6, 7 through 9, and 10 through 12) and significant secondary level courses. Program areas covered include the following (sample subareas are in parentheses): healthful living (health, physical education, safety); languages (writing, speaking, listening); mathematics; reading (prereading skills, comprehension, word analysis, study skills, vocabulary); science; social studies; and vocational education. (SB)

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Competency Goals and Performance Indicators K-12

Educable Mentally Handicapped Learners SUPPLEMENT

Instructional Services / North Carolina Department of Public Instruction.

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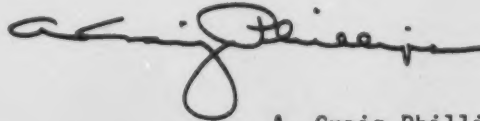
Foreword

As stated in Competency Goals and Performance Indicators K-12, the parent document upon which this publication is based, the mission of our instructional staff is to promote the growth and development of every boy and girl through good instruction. Our intent as the State Education Agency is to provide assistance to teachers, parents and administrators so they can work together to offer the children of North Carolina the best education possible. One way we provide this assistance is to prepare and disseminate guidelines that chart directions for instructional programming.

This publication of Competency Goals and Performance Indicators with emphasis upon pupils who are educable mentally handicapped is designed to be a tool in the development of curricula and in the planning of instruction. Teachers are encouraged to be flexible in the use of the goals and indicators stated herein, as each girl and boy is different and requires an individualized approach in the instructional program.

We believe the material in this publication, used with other resource materials and good teaching approaches, will be of value to those who work with our educable mentally handicapped learners.

Special appreciation is extended to local school personnel and Instructional Services staff, especially members of the Division for Exceptional Children, for their efforts in the development of this publication.



A. Craig Phillips
State Superintendent of Public Instruction

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Preface

If one conceptualizes life as a continuous interaction between the organism and his/her environment, then learning is likewise a continuum from birth to death. Educable mentally handicapped children are atypical learners for whom the developmental process and subsequent learnings are not an exact match to their non-exceptional age peers. School curriculum for the educable mentally handicapped begins at a lower level than that for average pupils and reaches a ceiling in most, if not all, areas before average pupils. The curriculum, minimum expectancies, and performance indicators are similar for the most part. The primary differences in what constitutes curriculum, expectancies and performance indicators for the educable mentally handicapped and average pupils are: (1) at the early ages, curriculum for the educable mentally handicapped are materials that average pupils acquired prior to entering formal schooling; (2) the educable mentally handicapped needs longer to master curriculum and achieve minimum expectancies resulting in a noticeable time lag between acquisition of minimum expectancies for average pupils and the educable mentally handicapped; and (3) the educable mentally handicapped do not proceed as far in the continuum as do average pupils.

This collection of Competency Goals and Performance Indicators for North Carolina educable mentally handicapped pupils is presented as a companion volume to Competency Goals and Performance Indicators K-12. Much of it is drawn directly from the parent volume which should facilitate the integration of educable mentally handicapped pupils into regular classrooms. The major changes between the volumes are the addition of a section on vocational education; the deletion of the sections on cultural arts and educational media; and a sharp focus on those competencies and performance indicators deemed essential in a balanced curriculum for educable mentally handicapped pupils. This volume is intended as a resource for both regular and exceptional children teachers who serve educable mentally handicapped pupils.

This material is not intended to create a static, mechanical curriculum, for that would be detrimental to pupils and to the educational process, but rather as a tool to assist educators in creating curriculum and instructional programs to maximize the learning potential of educable mentally handicapped pupils.

Competency goals and performance indicators for educable mentally handicapped pupils will differ from pupil to pupil. For many EMH pupils, the same competency goals and performance indicators developed for pupils in general education will be appropriate, but at a different time and in a different manner than pupils in general education. If one does, in fact, believe in individual differences, at the best a document such as this can only serve as a repository of general competencies from which will be selected those competencies that are appropriate for any one individual at any specific time.

Competency goals and performance indicators are identified in most program areas by grade level categories (K-3, 4-6, 7-9, 10-12) and significant secondary level courses. While some pupils will not become competent in all the goals, others will go beyond. It is believed, however, that the majority of pupils can achieve these goals through good instruction. Additionally, the use of goals and indicators from a grade level category below or above the category in which the pupil is presently placed may be necessary and more appropriate, depending on the abilities and special needs of some pupils. It will be through the selection of the appropriate goals and indicators and their modification that a teacher can tailor classroom instruction to meet the individual needs of pupils.

The Individualized Education Program should be used to determine the competency goals and performance indicators for individual exceptional children. The Individualized Education Program, mandated by state and federal legislation, must include (1) a statement of the pupil's present levels of educational performance, (2) a statement of annual goals, (3) a statement of short-term instructional objectives, (4) a statement of specific education and related services to be provided to the pupil, (5) a description of the extent to which the pupil will participate in regular education programs and a description of the program to be provided, (6) the projected dates for initiation of services and the duration of services and (7) objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether or not the short-term objectives are being achieved.

The Individualized Education Program is to be developed by a committee composed of a representative of the local education agency other than the pupil's teacher, teacher(s) of the pupil who will be responsible for implementing the Individualized Education Program, the parent(s) or guardian(s) of the pupil, the pupil when appropriate, and other individuals at the discretion of the parent(s) or the local education agency.

George A. Kahdy

George A. Kahdy
Assistant State Superintendent for Instructional Services

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Healthful Living

Health

The purpose of the Health Education competency goals is to assist administrators and teachers in the planning and evaluation of educable mentally handicapped pupils' knowledge and skills in the area of health. The performance indicators represent the core learning outcomes that most educable mentally handicapped pupils should be taught as a result of a comprehensive health education program.

Health education for educable mentally handicapped pupils includes personal hygiene and dental health; growth and development; mental health; consumer health, nutrition, chemicals; human reproduction; and communicable diseases. Within the grade levels specified below the following emphases are recommended:

K-3: Mental Health, Personal Hygiene and Dental Health, and Growth and Development

4-6: Mental Health, Personal Hygiene, Growth and Development, Consumer Health, Nutrition

7-12: Mental Health, Consumer Health, Nutrition, Chemicals, Human Reproduction, and Communicable Diseases

Healthful Living/Health

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Grades K-3 1. The learner will demonstrate a positive self-image 2. The learner will discuss good and bad feelings with others 3. The learner will respect rights and property of others 4. The learner will demonstrate an understanding of the importance of body cleanliness 5. The learner will adequately perform self-help skills in dressing, toileting, and eating	1.01 Identify things that they can do well 1.02 Participate in class discussion on things that make pupils feel happy 1.03 Name things to do to help others feel good about themselves 1.04 Commend the efforts of others for a job well done 2.01 View and discuss films on feelings 2.02 Role play an assigned character or situation 2.03 Identify feelings displayed in pictures 2.04 Identify characteristics in other people that he/she likes 3.01 Discuss reasons for certain school rules 3.02 Identify a possession of your own and tell why it is important to you 3.03 Explain some rights that you have and some that you don't have 3.04 Keep personal belongings and school materials in proper place 3.05 Attempt to locate the owner of an item that has been found 4.01 Discuss the importance of personal cleanliness 4.02 Display tools used for personal cleanliness 4.03 Demonstrate use of tools and techniques 4.04 Bathe and dress human manikin or dolls 4.05 Wash face, brush teeth and comb hair 4.06 Keep personal grooming chart 4.07 Make scrapbooks of pictures illustrating habits of personal cleanliness 5.01 Dress dolls and manikins 5.02 Give instruction needed for buttoning, lacing, tying, zipping and snapping 5.03 Conduct self inspection by looking in mirror 5.04 Help establish a clothing closet for children who need adequate or extra clothing during the day 5.05 Follow instructions for proper toileting 5.06 Help establish home and family living center in classroom where proper table manners can be demonstrated and practiced 5.07 Discuss the importance of using good table manners

Healthful Living

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| 6. The learner will select clothing suitable to temperature and weather conditions | 6.01 Make posters of clothing that is appropriate for the various seasons of the year |
| 7. The learner will distinguish between being well and being sick | 6.02 Sort pictures of clothing according to seasons |
| 8. The learner will practice good posture | 7.01 Describe how you feel when you are well |
| 9. The learner will establish a routine for getting adequate rest | 7.02 Describe how you feel when you are sick |
| 10. The learner will demonstrate an awareness of good eating habits | 7.03 Discuss the advantages of being well |
| 11. The learner will practice desirable health habits | 7.04 Discuss the disadvantages of being sick |
| | 8.01 Discuss the importance of good posture |
| | 8.02 Recognize examples of good posture in pictures and in live models |
| | 8.03 Identify rules for correct posture |
| | 9.01 Discuss rest and sleep in relation to time, place, reason and need |
| | 9.02 Observe rest period during school |
| | 9.03 Prepare charts showing number of hours pupils rest each night |
| | 9.04 Select from magazines pictures which show good rest or sleeping practices |
| | 10.01 Display posters of foods arranged in combinations for meals |
| | 10.02 Use pictures to prepare menus |
| | 10.03 Prepare and serve nutritious snacks |
| | 10.04 Discuss meals served in the school cafeteria |
| | 10.05 Try all foods that are served in the cafeteria |
| | 11.01 Discuss and demonstrate what to do when sneezing, coughing or blowing nose |
| | 11.02 Discuss the importance of washing hands after going to toilet and before eating |
| | 11.03 Keep an adequate supply of tissues, paper towels and soap on hand |
| | 11.04 Discuss reasons for not drinking or eating from utensils of others |
| | 11.05 Assist in keeping classroom and school neat and clean |

Grades 4-6

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| 1. The learner will demonstrate the ability to make choices based on probability of outcome | 1.01 Can discuss situations which require value judgments |
| | 1.02 Can list several alternatives for solving a particular problem |
| | 1.03 Can choose an alternative that would bring about the most desirable outcome |

Healthful Living

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| 2. The learner will demonstrate an understanding of evaluation by others and self | 2.01 Assist in keeping progress reports on achievement and behavior |
| | 2.02 Explain purpose of grading and reporting |
| | 2.03 Assist in identifying his/her own strengths and needs |
| | 2.04 Suggest some strategies for meeting needs |
| 3. The learner will demonstrate an interest in good grooming | 3.01 Keep body and hair clean |
| | 3.02 Wear clean clothing |
| 4. The learner will demonstrate an appreciation of the body and its functions | 4.01 Locate the major organs of the body in a picture or model |
| | 4.02 Discuss the function of the major body organs |
| | 4.03 List reasons for taking care of the body |
| 5. The learner will recognize the need for proper medical and dental examinations | 5.01 Discuss services that are provided by doctors and dentists |
| | 5.02 Prepare a poster or bulletin board depicting health services |
| | 5.03 Identify three reasons for preventive health care |
| 6. The learner will demonstrate understanding of basic principles of human growth and reproduction | 6.01 Identify major stages in human life cycle |
| | 6.02 Discuss differences in growth patterns and individual characteristics |
| | 6.03 Use proper terms for parts of the body in discussions |
| | 6.04 Discuss how a fertilized egg grows into a baby |
| 7. The learner will select reliable sources of health information | 7.01 Identify health sources that are most likely to be accurate and complete |
| 8. The learner will recognize inaccurate health beliefs | 8.01 Identify common superstitions |
| | 8.02 Make sound judgments regarding health advertisements (TV, radio, newspapers, magazines) |
| 9. The learner will accept partial responsibility for his/her own health | 9.01 Select proper diet and clothing |
| | 9.02 Avoid situations that are hazardous to health |
| | 9.03 Report to teacher or parent any unusual symptoms relating to physical or emotional health |
| 10. The learner will discuss food groups and their importance to maintaining good health | 10.01 Classify common foods according to their major groups |
| | 10.02 Specify number of servings needed per day to maintain good health |
| | 10.03 Name some health problems that are caused by poor nutrition |

Healthful Living

11. The learner will demonstrate basic understanding of preparing, serving and storing food
12. The learner will demonstrate knowledge of drugs that are harmful to the body

Grades 7-12

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| <ol style="list-style-type: none">1. The learner will use communication skills effectively to promote better interpersonal relationships2. The learner will be aware of positive personal attributes3. The learner will set attainable short term goals4. The learner will demonstrate an awareness of emotions on behavior5. The learner will demonstrate awareness of coping with emotional stress6. The learner will identify factors which influence health related purchasing decisions | <ol style="list-style-type: none">11.01 Discuss the importance of cleanliness in preparing and serving food11.02 Discuss the danger of food poisoning if food is not properly stored11.03 Describe correct storage procedures for a variety of foods12.01 Discuss the effects of drugs and alcohol on the body12.02 Name three reasons for not using drugs or alcohol
<ol style="list-style-type: none">1.01 Listen to another person speak without interrupting him1.02 Demonstrate an interest in what is being said1.03 List three verbal statements that invite another person to continue1.04 Contribute to group discussions and decisions2.01 List five things about himself/herself that he/she admires3.01 List three personal objectives that are to be accomplished3.02 Specify appropriate strategies for meeting objectives3.03 Secure necessary assistance3.04 Determine if goal has been reached4.01 Describe how emotions might affect task performances<ul style="list-style-type: none">- driving when angry- playing a game when you are angry with one of the participants- mowing the yard when you wanted to watch TV5.01 Discuss emotional situations and how he/she reacted5.02 List alternate constructive ways of reacting5.03 Role play situations that cause frustration5.04 Demonstrate the ability to back away from highly tense emotional situations6.01 Give reasons for purchasing a particular product6.02 Distinguish valid and invalid reasons for making a purchase6.03 Select a product based on factual data |
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Healthful Living

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| 7. The learner will demonstrate ability to seek help for health problems | 7.01 Distinguish symptoms for which professional assistance should be sought when given a series of five sets of health problem symptoms |
| | 7.02 List five common minor health complaints which require no professional assistance |
| 8. The learner will apply nutritional principles to the selection of well balanced menus | 8.01 Select well balanced diets for losing, maintaining or gaining weight when given a list of foods and their calories |
| 9. The learner will demonstrate knowledge of the effects drugs have on the human body | 9.01 Identify drugs as stimulants, depressants, hallucinogens, and narcotics when given a list of commonly used drugs |
| | 9.02 Identify the medical use and potential danger to bodies when given a list of drug and substance categories |
| | 9.03 Predict harmful effects on the body if drugs are used for reasons other than medical purposes |
| 10. The learner will demonstrate a basic understanding of human reproduction | 10.01 Identify the parts of the reproductive system |
| | 10.02 Relate the parts of the sexual system to other parts of the body |
| | 10.03 Discuss the reproductive system as it relates to one's total sexuality |
| 11. The learner will demonstrate knowledge of family planning | 11.01 List and discuss types and kinds of family planning |
| | 11.02 Discuss the moral and social implications of family planning |
| | 11.03 Understand the major complications which may arise in pregnancy and the conditions which are likely to bring them about |
| | 11.04 Describe the adjustments a couple must make in their lives when they have a wanted or unwanted child |
| | 11.05 Discuss the statement, "Family planning is a worldwide concern." |
| 12. The learner will demonstrate knowledge of problems and consequences associated with various expressions of sexuality | 12.01 Specify problems and consequences which may be associated with illegitimacy, prostitution, homosexuality, promiscuity |
| | 12.02 Specify ways individuals, family and society can reduce problems associated with these various forms of sexual expression |

Healthful Living

13. The learner will demonstrate knowledge of the factors which can influence the health of the mother and can affect the normal reproductive process including the health of a child

14. The learner will identify factors contributing to the transmission of communicable disease

13.01 List and discuss factors such as nutrition, drug use, infection, pre- and post-natal care, etc.

14.01 List ways of spreading specific communicable diseases

14.02 Identify communicable diseases for which one can be immunized

Physical Education

Physical education is an organized, sequential, and systematic part of the curriculum that develops knowledge, skills, attitudes, and understandings. Physical education provides the opportunity for each individual to discover and understand the body and how it functions; to realize the potential of his or her physical capacities - both the assets and the limitations. The combination of instruction and participation in games, rhythms and dance, gymnastics, aquatics, fitness and conditioning, and outdoor activities results in experiences in which intellectual, social, cultural and emotional understandings and responsibilities are developed. Physical education offers immediate experiences relevant to pupils today while preparing them to live with health, vitality, and vigor in tomorrow's complex world.

Major Competency Goals of Physical Education

In the process of developing a physically educated person, the following goals should be achieved in a planned, sequential instructional program that begins with basic movement and culminates in activities that can be enjoyed for a lifetime:

1. The learner will develop efficient and effective motor skills (locomotor, non-locomotor, and manipulative) and basic perceptual motor skills necessary for successful participation in dance, gymnastics, games, sports, and aquatics.
2. The learner will develop a level of physical fitness to adequately meet the demands placed upon the individual by the environment.
3. The learner will acquire knowledge and the intellectual skills and abilities necessary for successful participation in physical activities.
4. The learner will develop a positive self-image through participation in physical education
5. The learner will develop desirable social behavior through participation in physical education.

PERCEPTUAL MOTOR, BASIC MOVEMENT, RHYTHM AND DANCE HEALTHFUL LIVING/PHYSICAL EDUCATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Grades K-3 1. The learner will develop efficient and effective fundamental motor skills (locomotor, non-locomotor and manipulative)	1.01 Demonstrate the basic <u>locomotor</u> skills of walking, running, jumping, hopping, leaping in 3 different directions -- forward, backward and sideways 1.02 Efficiently combine 2 or more of the basic <u>locomotor</u> skills to demonstrate skipping, galloping, sliding, starting, stopping, falling, landing, rolling, and crawling in 3 different directions -- forward, backward and sideways 1.03 Demonstrate the basic <u>non-locomotor</u> skills of stretching, twisting, curling in 3 different directions --forward, backward and sideways 1.04 Efficiently combine 2 or more of the <u>non-locomotor</u> skills to demonstrate swaying, swinging, lifting, pushing, pulling in 3 different directions -- forward, backward and sideways 1.05 Demonstrate the fundamental <u>manipulative</u> skills of sending or propelling an object by throwing, striking, kicking and pushing a variety of objects with different body parts in 3 different directions --forward, backward and sideways 1.06 Demonstrate the fundamental <u>manipulative</u> skills of receiving an object by catching, collecting and trapping a variety of objects in 3 different directions -- forward, backward and sideways 1.07 Demonstrate the fundamental <u>manipulative</u> skills of traveling with an object by carrying, dribbling and bouncing a variety of objects in 3 different directions -- forward, backward and sideways 1.08 Demonstrate special manipulative skills with innovative equipment as directed using: -tires -parachutes -wands -carpet squares -ropes -hoops -blocks -scoops -lunmi sticks -bamboo poles -bean bags -cones -balls (variety of sizes and textures)

Healthful Living

2. The learner will develop efficient and effective perceptual-motor abilities (kinesthesia, visual and auditory discrimination and visual-motor coordination)

- 2.01 Demonstrate a kinesthetic and body awareness by identifying and moving different parts of the body upon request (body awareness)
- 2.02 Demonstrate laterality and directionality by:
 - identifying and moving different body parts on the right side of the body and on the left side of the body (laterality)
- 2.03 Demonstrate visual discrimination by:
 - responding to colors, shapes and objects (visual acuity)
 - watching and responding to a moving object (visual tracking)
- 2.04 Demonstrate auditory discrimination by:
 - responding to verbal instructions as well as a variety of other cues such as bells, drums, horns or music (auditory acuity)
 - listening and responding to a moving sound (auditory tracking)
- 2.05 Demonstrate visual-motor coordination by:
 - performing an eye-hand coordination skill such as catching a ball in a scoop or striking a tether ball
 - performing an eye-foot coordination skill such as kicking a moving ball or punting a ball

3. The learner will develop efficient and effective motor skills necessary for participation in movement

- 3.01 Demonstrate the ability to identify and move different body parts
- 3.02 Explore non-locomotor movements in body parts and in the whole body:
 - bending
 - shaking
 - swinging
 - twisting
 - bouncing
 - pushing/pulling
 - extending
- 3.03 Explore locomotor movements with many variations:
 - walking
 - running
 - leaping
 - hopping (one foot)
 - jumping (both feet)
 - turning
 - galloping
 - skipping
 - sliding
 - crawling
 - rolling
- 3.04 Demonstrate an understanding of the use of time by moving body parts and/or the total body utilizing:
 - tempo (fast, medium and slow)
 - a natural sense of timing (a non-counted or internal sense of responding in time)
- 3.05 Demonstrate a rhythmical use of time with a variety of objects and instruments (lunari sticks, scarves, shakes, drums)

Healthful Living

Grades 4-6

1. The learner will develop efficient and effective motor skills necessary for participation in dance

- 1.01 Create non-locomotor movement combinations in the body to make a simple dance
- 1.02 Explore a variety of locomotor movements using elements of time and space
- 1.03 Combine locomotor movement using pattern and rhythm
- 1.04 Demonstrate a rhythmical use of time with a variety of objects and instruments (tinikling poles, tambourines, hoops)
- 1.05 Demonstrate the ability to move into the formations most commonly used in round, folk, and square dances:
 - clockwise and counterclockwise circle
 - single circle (facing in, partners facing, facing line of direction)
 - double circle (partners facing, partners facing line of direction)
- 1.06 Demonstrate the steps most commonly used in round and folk dance such as:
 - heel and toe polka
 - two step (step, close step)
- 1.07 Demonstrate the basic figures most commonly used in square dance such as:
 - bow and swing (partner, corner)
 - balance
 - do-si-do
 - allemande (left, right)
 - promenade
 - swings (two hands, elbow, buzz)

Grades 7-9

1. The learner will develop efficient and effective motor skills necessary for participation in dance

- 1.01 Demonstrate the ability to participate in round, folk and square dance by using:
 - formations
 - dance steps
 - basic figures
- 1.02 Demonstrate the steps most commonly used in a variety of contemporary and current dances
- 1.03 Demonstrate a variety of non-locomotor and locomotor movements and their combinations
- 1.04 Develop warm up technique to tune and train the body for one's own style of dance
- 1.05 Participate in a variety of dance forms used in current dance

GYMNASTICS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Grades K-3	
1. The learner will develop efficient and effective motor skills necessary for participation in gymnastics	1.01 Demonstrate the basic <u>locomotor</u> skills of walking, running, jumping, hopping and leaping used in gymnastics 1.02 Demonstrate the basic <u>non-locomotor</u> skills of stretching, twisting and curling used in gymnastics 1.03 Efficiently combine 2 or more of the basic <u>locomotor</u> skills to demonstrate starting, stopping, falling, landing, rolling and crawling used in gymnastics 1.04 Efficiently combine 2 or more of the <u>non-locomotor</u> skills to demonstrate swinging, pushing, pulling, balancing and hanging used in gymnastics
Grades 4-6	
1. The learner will develop efficient and effective motor skills necessary for participation in gymnastics	1.01 Demonstrate jumping in a variety of ways by: - using one foot or both feet in different combinations - jumping for distance and height 1.02 Demonstrate balancing in a variety of ways by: - holding various static balanced positions by using different body parts and body surfaces: for example, balance on one foot, or two hands and a knee - maintaining a dynamic balance while traveling along a narrow surface 1.03 Demonstrate the ability to perform basic skills on the low balance beam that include: - traveling the length of the beam in a forward, backward and sideward direction
Grades 7-9	
1. The learner will develop efficient and effective motor skills necessary for participation in gymnastics	1.01 Demonstrate all of the basic gymnastics skills outlined in the 4-6 section with a higher level of proficiency and competence
Grades 10-12	
1. The learner will develop efficient and effective motor skills necessary for participation in gymnastics	1.01 Demonstrate competencies in the gymnastics skills as outlined in the 7-9 section with greater effectiveness and proficiency

GAMES AND SPORTS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS
Grades K-3	Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
1. The learner will develop efficient and effective motor skills necessary for participation in games and sports	1.01 Demonstrate competence in the basic locomotor and non-locomotor skills necessary for participation in games 1.02 Demonstrate the fundamental manipulative skills of sending or propelling an object by throwing, striking, kicking and pushing a variety of objects at 3 different intensities -- strong, medium and weak 1.03 Demonstrate the fundamental manipulative skills of receiving an object by catching, collecting, and trapping a variety of objects in 3 different directions -- forward, backward and sideways 1.04 Demonstrate the fundamental manipulative skills of traveling with an object by carrying, dribbling, and bouncing a variety of objects in 3 different directions -- forward, backward and sideways
Grades 4-6	
1. The learner will develop efficient and effective motor skills necessary for participation in games and sports	1.01 Demonstrate the basic movement patterns with greater refinement and efficiency 1.02 Demonstrate the ability to perform the skill of striking -- with the hands or with an implement -- used in net games 1.03 Demonstrate the ability to combine two or more basic movement patterns such as throwing and striking, throwing and catching, striking and catching used in games such as softball 1.04 Demonstrate the ability to participate in team running games which involve a variety of movement patterns of striking, dribbling, throwing, carrying, catching and stopping
Grades 7-9	
1. The learner will develop efficient and effective motor skills necessary for participation in games and sports	1.01 Participate in team games and sports: Demonstrate an ability to participate in: -basketball -soccer -touch football -softball -volleyball -field hockey -speedball 1.02 Participate in individual games and activities: Demonstrate an ability to participate in: -bowling -archery -golf -track and field

Healthful Living

Grades 10-12

1. The learner will develop efficient and effective motor skills necessary for participation in games and sports

- 1.03 Participate in dual games and activities:
Demonstrate an ability to participate in:
 - badminton
 - tennis
 - handball
 - wrestling
 - horseshoes
 - deck tennis
 - paddle tennis
 - table tennis
 - shuffleboard

- 1.01 Demonstrate competencies in the team and the individual and dual sports skills as outlined in the 7-9 section with greater effectiveness
- 1.02 Demonstrate knowledge, skill and appreciation for lifetime sports by participating in activities such as:

- archery
- badminton
- bowling
- golf
- handball
- horseshoes
- table tennis
- tennis

- 1.03 Demonstrate an appreciation for outdoor education activities by choosing to participate in activities such as:

- angling/bait casting
- cycling
- skiing (snow and water)
- boating
- hiking
- swimming
- camping
- back packing

FITNESS

COMPETENCY GOAL(S)

PERFORMANCE INDICATORS

Each indicator is one of many which can assess a pupil's performance. Others may be used if they are appropriate for the learner.

Grades K-3

1. The learner will develop a level of physical fitness to adequately meet the demands placed upon the individual by the environment

- 1.01 Demonstrate muscular strength and endurance in the arms and shoulders by:
 - hanging from a bar with arms flexed
 - supporting weight in a straight-body pushup position
- 1.02 Demonstrate muscular strength and endurance in the legs by:
 - executing a bridge-up supporting body weight on head and heels in a back position
 - springing forward with both feet for distance
 - hopping alternately right and left feet
- 1.03 Demonstrate muscular strength and endurance in the abdominals by executing a curl-sit up (half way)
- 1.04 Demonstrate cardiovascular endurance by:
 - running in place alternating a fast and slow pace (length of time based on individual capabilities)
 - running/walking 300 yards at own pace
- 1.05 Demonstrate flexibility by:
 - touching the toes from a standing position alternating left and right
 - executing a trunk rotation exercise
 - performing a giant circles exercise by standing erect with arms at sides and swinging arms in large circles from front to back

Grades 4-6

1. The learner will develop a level of physical fitness to adequately meet the demands placed upon the individual by the environment

- 1.01 Demonstrate muscular strength and endurance in the arms and shoulders by:
 - pulling body weight up from a straight arm hang
 - pulling a rope in a tug-o-war fashion
- 1.02 Demonstrate muscular strength and endurance in the legs by:
 - continuously jumping a rope for a designated period of time
 - jumping vertically from a standing position as high as possible
 - performing a standing broad jump with the arms swinging forward and upward, taking off from the balls of the feet
- 1.03 Demonstrate muscular strength and endurance in the abdominals by:
 - alternately transferring the weight from the feet to the hands in a mule-kick fashion
 - performing several bent-knee sit-ups

Healthful Living

- 1.04 Demonstrate cardiovascular endurance by:
 - running/walking 600 yards at own pace
 - jumping a rope continuously for one minute
- 1.05 Demonstrate flexibility by:
 - executing a cross-over exercise by lying on the back and alternately touching the toes with the hands
 - touching the forehead to the knees from a sitting position with the legs extended forward

Grades 7-9

- 1. The learner will develop a level of physical fitness to adequately meet the demands placed upon the individual by the environment

- 1.01 Demonstrate muscular strength and endurance in the arms and shoulders by:
 - performing 5 or more pushups maintaining a straight body position throughout
 - climbing a peg board
- 1.02 Demonstrate muscular strength and endurance in the legs by:
 - jumping a rope continuously for an extended period of time
 - running a timed 50 yard dash
- 1.03 Demonstrate muscular strength and endurance in the abdominals by lifting the head and shoulders off the floor while lying on the back and holding a tense position for four counts
- 1.04 Demonstrate cardiovascular fitness by participating in one or more of the following vigorous activities: swimming, jogging, cycling, jumping rope
- 1.05 Demonstrate flexibility by:
 - bring back knee in contact with the chest from a back lying position
 - making a back bridge by arching the body with only the hands and feet touching the floor
 - touching palms to floor while legs remain straight

Grades 10-12

- 1. The learner will develop a level of physical fitness to adequately meet the demands placed upon the individual by the environment

- 1.01 Demonstrate a higher level of physical fitness in the areas of muscular strength and endurance, cardiovascular endurance and flexibility as outlined in previous grades
- 1.02 Participate in a self-designed physical fitness unit that may include activities as jogging, cycling, weight training, swimming

SWIMMING

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Grades K-3 1. The learner will develop efficient and effective motor skills used in aquatic activities (when facilities are available)	1.01 Demonstrate an adjustment to the water by: - walking a short distance in waist-deep water - submerging head in the water - retrieving an object from a submerged position 1.02 Demonstrate the ability to maintain bouyancy by assuming a float position 1.03 Demonstrate the ability to breathe rhythmically by submerging the face and raising it above the surface in a frontal position 1.04 Demonstrate appropriate arm action by swimming a short distance 1.05 Without assistance, push off from the side or bottom of pool and propel a short distance in a manner characterized by: - alternating arm pull - alternating leg kick 1.06 Demonstrate the ability to jump into water and return to spot where jump occurred
Grades 4-12 1. The learner will develop efficient and effective motor skills used in aquatic activities (when facilities are available)	1.01 Demonstrate the ability to stay afloat by treading water for 2 minutes 1.02 Demonstrate the ability to maintain a floating position while gliding 1.03 Demonstrate the ability to propel himself/herself in a: - "side down" position alternating the use of the legs and arms - prone position alternating the use of the legs and arms 1.04 Efficiently combine the use of both arms and legs to propel himself/herself in a prone or supine position 1.05 Efficiently combine the skills to execute a back crawl using a flutter kick 1.06 Demonstrate the knowledge of non-swimming rescue 1.07 Demonstrate drown-proofing skills such as treading water for 5 minutes

COGNITIVE

COMPETENCY GOAL(S)

PERFORMANCE INDICATORS

Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.

Grades K-3

1. The learner will acquire knowledge and the intellectual skills and abilities necessary for successful participation in physical activities

- 1.01 Demonstrate an understanding of the contrasting qualities of space and time. For example, travel slowly, then quickly; make a small shape, then large
- 1.02 Verbalize or repeat simple direction or movement tasks given by the teacher
- 1.03 Demonstrate through movement an understanding of positional terms such as over, under, up, down, around, through, in, out
- 1.04 Demonstrate through movement an understanding of action words such as run, jump, catch, throw, pull, stretch
- 1.05 Distinguish and respond differentially upon request to colors, numbers, shapes and letters
- 1.06 Demonstrate the safety rule of not bumping into others while moving (body awareness - spatial awareness)

Grades 4-6

1. The learner will acquire knowledge and the intellectual skills and abilities necessary for successful participation in physical activities

- 1.01 Remember and follow 2-step and 3-step directions given by the teacher or written on task cards
- 1.02 Describe the most appropriate postures for standing, squatting, lifting, carrying, pushing, pulling
- 1.03 Discuss the general terminology rules, safety and etiquette practices associated with a variety of physical activities
- 1.04 Demonstrate through behavioral actions an understanding of the difference between acting properly and "horse play"
- 1.05 Recognize and list several values of physical activity for leisure time participation

Grades 7-9

1. The learner will acquire knowledge and the intellectual skills and abilities necessary for successful participation in physical activities

- 1.01 Demonstrate through participation a knowledge of rules, strategies, safety and etiquette associated with a variety of physical activities
- 1.02 Identify and discuss personal safety practices such as protection from sun, salt, and water deprivation, heat exhaustion, fatigue, appropriate clothing and warm-ups to prevent tearing of muscular tissue

Healthful Living

- 1.03 Discuss the relationship of diet and weight control to exercise and general health
- 1.04 Demonstrate a knowledge of proper safety practices and spotting techniques to ensure the safe participation of others
- 1.05 Name several community and recreational resources available for leisure time participation

Grades 10-12

- 1. The learner will acquire knowledge and the intellectual skills and abilities necessary for successful participation in physical activities

- 1.01 Demonstrate through participation a knowledge of rules, offensive and defensive strategies, safety and etiquette associated with a variety of physical activities
- 1.02 Distinguish between the good and bad features of the environment as it relates to safe participation
- 1.03 Demonstrate an understanding and an appreciation of the importance of physical activity
- 1.04 Recognize myths and fads related to exercise and diet which may be dangerous to health
- 1.05 Demonstrate a knowledge of safety procedures by assisting the teacher in the inspection and maintenance of equipment and supplies

SELF-IMAGE

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Grades K-3	
1. The learner will develop a positive self-image through participation in physical education	1.01 Explore environment alone with confidence 1.02 Develop an awareness of individual differences among classmates 1.03 Develop a feeling of self-worth by succeeding according to one's own ability 1.04 Express feelings through movement tasks 1.05 Develop a sense of accomplishment by completing learning tasks 1.06 Enjoy and have "fun" in physical activity
Grades 4-6	
1. The learner will develop a positive self-image through participation in physical education	1.01 Accept one's own unique capacity and potential 1.02 Develop a sense of honesty by playing fairly 1.03 Express oneself through creative movement 1.04 Operate with confidence and ease when participating with others 1.05 Demonstrate self-reliance and self-direction by discovering new skills and creating new games 1.06 Accept with a positive attitude success and failure
Grades 7-9	
1. The learner will develop a positive self-image through participation in physical education	1.01 Understand and accept changing growth patterns 1.02 Appreciate the physical performance of others 1.03 Show self-confidence by using one's own ideas 1.04 Accept the consequences of one's own behavior in a mature way 1.05 Evaluate oneself and practice skills that need improvement 1.06 Accept with a positive attitude success and failure 1.07 Set a goal within reach and be motivated to seek the goal
Grades 10-12	
1. The learner will develop a positive self-image through participation in physical education	1.01 Appraise and evaluate one's own self-worth and value 1.02 Assume responsibility for self-development goals 1.03 Participate in group activities with confidence and ease 1.04 Appreciate aesthetic experiences derived from physical activities 1.05 Desire and enjoy creativity 1.06 Show self-direction by choosing to participate in a variety of physical activities 1.07 Evaluate and be objective about one's own efforts

SOCIAL BEHAVIOR

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Grades K-3 1. The learner will develop desirable social behavior through participation in physical education	1.01 Cooperate with others in small group activities 1.02 Show willingness to take turns and sometimes allow others to go first 1.03 Share equipment with others 1.04 Help others needing assistance
Grades 4-6 1. The learner will develop desirable social behavior through participation in physical education	1.01 Respect and appreciate team members 1.02 Treat school equipment and property with due respect 1.03 Assist in skills demonstration to a group or an individual 1.04 Show respect for authority by following directions 1.05 Accept winning and losing graciously 1.06 Respect abilities and limitations of others in a variety of situations
Grades 7-9 1. The learner will develop desirable social behavior through participation in physical education	1.01 Participate cooperatively and competitively in coeducational activities 1.02 Respect abilities and limitations of others in a variety of situations 1.03 Accept and share responsibility for group action 1.04 Abide by referee's decision while participating in competitive activities 1.05 Follow rules and regulations as developed by school authorities
Grades 10-12 1. The learner will develop desirable social behavior through participation in physical education	1.01 Participate successfully in all types of group situations 1.02 Show respect for peer leadership 1.03 Accept responsibility by interacting with others to solve problems, assist in skills and performance tests and help develop rules and regulations 1.04 Demonstrate the qualities of self-control and sportsmanship by playing fairly and honestly 1.05 Show consideration by following the proper rules of etiquette

Safety

Safety education in the schools has an increasingly significant role to play in helping youth acquire the necessary knowledge, skill, and willingness to live safely. National accident facts reveal that accidents are a major problem among school-aged youth. Well-planned programs should provide all pupils with opportunities that enable them to demonstrate the ability to meet their safety needs. In the state-adopted COURSE OF STUDY, safety is a significant part of the broad area: HEALTHFUL LIVING EDUCATION.

The following pages list some significant safety goals and performance indicators regarding day-to-day activities of youth, grades K-12. They are sequentially presented in relation to these five areas of activity: Traffic Safety, Home Safety, Work Safety, School Safety and Recreational Safety.

The goals and indicators presented herein should not be considered the total curriculum. Their intended uses are to assist local educators in curriculum and instruction planning and in structuring a balanced curriculum in safety for the educable mentally handicapped youth. You are encouraged to use and expand upon these goals and indicators to provide programs that meet the safety needs of youth in your community.

The section on work safety should be closely coordinated with vocational education.

TRAFFIC SAFETY

HEALTHFUL LIVING/SAFETY

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS
	Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Grades K-3	
1. The learner will be able to ride a bicycle safely	1.01 Demonstrate balance, skill and control in operating a bicycle 1.02 Illustrate a safety check to be made of bicycle and self before riding 1.03 Demonstrate understanding of rules of road a bicyclist must follow 1.04 Identify capabilities and limitations of self and other highway users 1.05 Identify ways to interact safely with pedestrians and other vehicles
2. The learner will be able to use school bus transportation in a safe manner	2.01 Identify procedures for getting to the bus stop, boarding the bus, riding and disembarking from the school bus 2.02 Identify procedures for crossing a street after disembarking a school bus 2.03 Illustrate proper procedures for exiting a school bus during an emergency situation
3. The learner will be able to conduct self safely as a passenger in automobiles	3.01 Enumerate safety procedures to follow while riding in automobiles 3.02 Illustrate why it is important for passengers not to disturb the driver 3.03 Demonstrate a knowledge of quiet games for passengers to play
4. The learner will be able to conduct self safely as a pedestrian	4.01 State own name, address, phone number and name of parent 4.02 Discuss safe walking routes to school, bus stop, play grounds, and other areas the student uses indicating possible hazards along the way (such as busy street and strangers) 4.03 Demonstrate proper procedure for crossing streets: controlled and uncontrolled, guarded and unguarded 4.04 Identify basic words, symbols and signals related to traffic control 4.05 Develop traffic defense maneuvers (i.e., not playing behind parked vehicles or in driveways, etc.; children will make themselves visible to drivers at all times)

5. The learner will be able to use benefits provided by safety helpers in the community

Grades 4-6

1. The learner will understand and apply traffic rules and regulations
2. The learner will be able to recognize hazardous situations and areas
3. The learner will be able to administer simple first aid

Grades 7-9

1. The learner will be able to understand the individual's responsibility to all within the traffic environment

Healthful Living.

- 5.01 Identify groups of community helpers (persons who contribute to the prevention and control of traffic accidents and injuries)
- 5.02 Identify the kinds of safety services provided by those persons
- 5.03 Demonstrate an understanding of ways students may work with those persons

- 1.01 Identify highway rules and regulations that apply to bicycles and power driven roadway vehicles (cars, trucks, and motorcycles)
- 1.02 Identify rules and regulations about traffic controls: traffic officers, traffic signals, signs and markings
- 1.03 Identify and apply safe procedures as a pedestrian, cyclist and as a passenger in buses, cars, trains, planes, etc.
- 1.04 Understand the effects of natural laws and how they apply to safe movement
- 2.01 Identify and apply safe use of sidewalks, streets, highways, parking lots, etc.
- 3.01 Illustrate the kinds of simple first aid that should be administered by a pupil at this age level; such as: calm victim and keep as quiet as possible, stop bleeding, stop choking, try to prevent shock
- 3.02 Identify persons to contact such as doctor, hospital, or responsible adult when help is needed

- 1.01 Illustrate purposes of traffic safety laws
- 1.02 Identify common traffic violations and their consequences
- 1.03 Explain the contributions made by traffic safety specialists (driver education teachers, traffic engineers, etc.)
- 1.04 Identify sources of information concerning safe traffic practices and causes of accidents
- 1.05 Illustrate the importance of performing safely in daily traffic activities
- 1.06 Demonstrate procedures to follow in emergency situations
- 1.07 Demonstrate basic economic factors involved in purchasing and maintaining a transportation vehicle

Healthful Living

Grades 10-12

1. The learner will be able to perform safely as a vehicle operator, passenger, and pedestrian
 - 1.01 Demonstrate skill and control as a vehicle operator, passenger and pedestrian
 - 1.02 Demonstrate an understanding of the rules of the road that a vehicle operator, passenger and pedestrian must follow
 - 1.03 Identify ways to interact safely with other vehicles
 - 1.04 Illustrate a safety check to be made of vehicle and self before driving
2. The learner will be proficient in making a decision about the effects of human factors involved in the operation of a motor vehicle
 - 2.01 List the effects of alcohol and other drugs on the decision making process and a driver's ability to perform safely
 - 2.02 Identify capabilities and limitations of self and other highway users
 - 2.03 Demonstrate an ability to make critical decisions as they relate to driving tasks
3. The learner will be able to follow appropriate procedures dealing with emergency situations
 - 3.01 Demonstrate ability to make correct driving decisions in emergency situations
 - 3.02 List procedures for handling details in accident situations such as first aid, reporting the accident, etc.

HOME SAFETY

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Grades K-3	
1. The learner will be aware of potential hazards as they relate to the use of matches and electrical devices	1.01 Identify the dangers of playing with matches 1.02 State dangers of playing with attached electrical cords 1.03 Illustrate proper procedures around stoves and hot utensils 1.04 Tell why metal objects should not be placed in electrical sockets (outlets) 1.05 Identify the dangers of playing with electrical toys incorrectly
2. The learner will be able to use play things safely in safe places	2.01 Identify safe play areas in and around the home 2.02 List why toys should be stored in safe places when not in use 2.03 Illustrate why foreign objects should not be placed in the mouth, nose, ears, etc. 2.04 Illustrate how to climb safely
3. The learner will be able to report an emergency properly	3.01 List persons to contact to get help in case of a home emergency 3.02 Demonstrate procedures to follow in emergency situations such as tornado, fire, choking, etc.
4. The learner will be able to use housekeeping procedures that help prevent fires, falls, etc.	4.01 Identify safe places to store materials, equipment, etc. (combustible and other) 4.02 List reasons for storing items in proper places 4.03 Illustrate dangers of leaving items in improper places
5. The learner will be able to make safe use of furnishings, equipment and materials in and around the home	5.01 Identify safe practices regarding hazardous items in each room of the home 5.02 Identify safe practices regarding hazardous items outside the home (immediate vicinity)
6. The learner will be able to follow safe practices in times of natural and man-made disasters	6.01 Identify safe practices regarding natural disasters (thunderstorms, hurricanes, tornadoes, etc.) 6.02 Identify safe practices regarding man-made disasters (fire, explosions, etc.)

Healthful Living

Grades 4-6

1. The learner will be aware of potential causes of fire as they relate to the use of matches and electrical devices
 - 1.01 Identify the dangers of playing with matches
 - 1.02 State dangers of playing with attached electrical cords
 - 1.03 Illustrate proper procedures around hot stoves
 - 1.04 Tell why metal objects should not be placed in electrical sockets (outlets)
2. The learner will be able to use housekeeping procedures that help prevent fires, falls, electrical shocks
 - 2.01 Identify safe places to store materials, equipment, etc. (combustible and other)
 - 2.02 List reasons for storing items in proper places
 - 2.03 Illustrate dangers of leaving items in improper places
3. The learner will be able to make safe use of furnishings, equipment and materials in and around the home
 - 3.01 Identify safe practices regarding hazardous items in each room of the home
 - 3.02 Identify safe practices regarding hazardous items outside the home (immediate vicinity)
4. The learner will be able to follow safe practices in times of natural and man-made disasters
 - 4.01 Identify safe procedures in case of natural disasters (thunderstorms, hurricanes, tornadoes, flash floods)
 - 4.02 Identify safe procedures to use in case of man-made disasters (fire, explosions, etc.)
5. The learner will be able to report an emergency properly and expediently
 - 5.01 Demonstrate procedures to follow in emergency situations such as emergency phone numbers, nearest relative, neighbor, etc.

Grades 7-9

1. The learner will be aware of causes of home accidents resulting from personal factors
 - 1.01 List personal factors involved in home accidents
 - 1.02 Illustrate how personal factors cause home accidents
 - 1.03 Identify personal responsibility of a citizen for the safety of self and others
2. The learner will be aware of where accidents are most likely to occur in and around the home
 - 2.01 Identify types of accidents that are most likely to occur in different areas in and around the home
 - 2.02 Identify preventive measures to be taken regarding home accidents
4. The learner will be able to select and use consumer products safely
 - 4.01 Recognize possible hazards of consumer products
 - 4.02 Identify sources of consumer information on product selection and use (product directions, consumer guides, federal agencies)

WORK SAFETY

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Grades K-3 1. The learner will be able to select and safely use work objects 2. The learner will be able to use benefits provided by safety friends who work in the community	1.01 Illustrate how to use and store correctly the objects worked with daily such as house, yard and garden tools, etc. 2.01 Identify persons who can offer guidance in work safety such as teachers, parents, doctors, police officers, and sales persons
Grades 4-6 1. The learner will be able to use work objects safely 2. The learner will be able to perform safely in available part-time work experiences suitable for this age range	1.01 Demonstrate a knowledge of the safety precautions associated with hand tools, power tools and dangerous chemicals 2.01 Demonstrate knowledge of safe procedures regarding: lifting and carrying objects, baby-sitting, managing paper routes, mowing lawns, managing farm chores and animals, etc.
Grades 7-9 1. The learner will be able to apply basic safety concepts to the world of work 2. The learner will be able to understand the safety role of private and governmental agencies in work places 3. The learner will be able to perform safely in available work experiences	1.01 Demonstrate a knowledge of common occupational hazards, accidents and diseases 1.02 Discuss the correlation between fatigue and illness and occupational accidents 1.03 Discuss how accidents and diseases affect personal efficiency and industrial productivity 2.01 Identify state and federal agencies that regulate a safe environment for workers 2.02 Identify agencies and persons that provide information concerning safety procedures and accident data 2.03 Identify sources of help in planning a safe work routine 3.01 Demonstrate a knowledge of safe procedures regarding lifting and carrying objects, baby-sitting, managing paper routes, mowing lawns, managing farm chores and animals, etc. 3.02 Demonstrate a knowledge of laws regulating work permits

Healthful Living

Grades 10-12

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| <ol style="list-style-type: none">1. The learner will be able to perform safely at work as an individual worker concerned with self and others2. The learner will be able to perform as a citizen interested in work safety for all residents of the community3. The learner will understand work hazards found in various occupations | <ol style="list-style-type: none">1.01 Illustrate how individual responsibility can reduce injury at work1.02 Demonstrate positive safety practices in work activities at school1.03 List types of work in the community and safe practices for each2.01 Name agencies, organizations and individuals that provide work safety related services within the community (local, state and federal)2.02 Illustrate how the individual worker can work cooperatively with the above organizations3.01 List hazards that exist in local occupations3.02 List safety procedures for dealing with the identified occupational hazards |
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SCHOOL SAFETY

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Grades K-3 1. The learner will be able to perform safely while using school building, grounds, and in all other school related activities 2. The learner will be able to use safely school equipment and materials 3. The learner will be able to use standard emergency procedures	1.01 Identify safe practices while using hallways and lunch rooms 1.02 Identify safe practices while using loading zones and playgrounds 1.03 Identify safe practices related to school excursions, field trips and parties 2.01 Demonstrate safe ways for lifting, carrying and lowering inanimate objects 2.02 Illustrate safe use of school materials and utensils (i.e., pencils, scissors, paper, etc.) 3.01 Identify natural and man-made emergency situations and illustrate procedures for specific types; such as, fire, tornadoes, choking, etc.
Grades 4-6 1. The learner will understand and apply safe procedures in school building, on school grounds, and in all other school related activities 2. The learner will be able to safely use equipment and materials in the school 3. The learner will be able to use appropriate emergency procedures	1.01 Identify and apply safe practices while using various areas of school facilities 1.02 Identify and apply safe practices while using loading zones and playgrounds 1.03 Identify and apply safe practices related to school excursions, field trips, and parties 2.01 Demonstrate safe ways for lifting, carrying and lowering inanimate objects 2.02 Illustrate safe use of materials and equipment in the school 2.03 Illustrate why equipment needs to be stored in its proper place after use 3.01 Illustrate the kinds of simple first aid that should be administered by a pupil at this age level; such as: calm victim and keep as quiet as possible, stop bleeding, stop choking, try to prevent shock 3.02 List proper procedures to follow during times of natural and man-made disasters

Healthful Living

Grades 7-9

1. The learner will be able to perform safely in the school environment

- 1.01 Illustrate safe practices while using school building and grounds
- 1.02 Illustrate safe use of school equipment and materials
- 1.03 List the rules and regulations governing a specific school activity and explain reasons for them
- 1.04 Illustrate the value of pupil participation in the formulation of rules and regulations for school activities

2. The learner will be able to use proper emergency procedures for safety of self and others

- 2.01 Illustrate appropriate responses to emergency situations at school; such as: fire, natural disasters, lab and workshop accidents

Grades 10-12

1. The learner will be able to participate in group activities at school for the improvement of the school safety program

- 1.01 Identify persons responsible for safety and their roles in school safety programs
- 1.02 Demonstrate ways to harmonize and strengthen the total school safety program; such as: analyze school accident data and recommend solutions to problems, etc.
- 1.03 Illustrate ways to participate in improvement of school safety guidelines and practices, including natural and man-made disasters

2. The learner will be able to detect hazards at the school and make decisions to deal with them

- 2.01 Identify procedures for safe storage of chemical and other dangerous substances in science laboratories
- 2.02 Identify procedures for safe use of machines, tools, and equipment in other laboratories and shops
- 2.03 Illustrate procedures for safe use of school operated places of assembly (parking areas, gyms, athletic fields, etc.)
- 2.04 Identify safe practices for intramural sports

3. The learner will be able to interact with agencies and individuals in the community regarding an improvement of school safety programs

- 3.01 Identify community individuals and agencies with the ability to help complement the school safety program
- 3.02 Identify the kinds of service they can provide
- 3.03 Identify the procedures necessary to obtain input from these agencies

5. The learner will be able to select proper preventive home safety equipment

Grades 10-12

1. The learner will be able to serve safety functions as the future head of a household
2. The learner will be able to participate in activities that create understanding of mutual co-operative community action for safety of the total community

Healthful Living

- 5.01 List common home safety devices such as smoke alarms, fire extinguishers, etc.
- 5.02 Identify sources responsible for providing information on selecting proper home safety equipment such as government agencies, reference books, etc.
- 1.01 Identify factors to consider in selecting a home site, building and facilities that will meet safety needs of all who will live in the home
- 1.02 Identify the degree of protection provided by agencies and individuals serving the vicinity
- 1.03 List management techniques that result in each member of the family performing in ways that contribute to the safety of all other members
- 1.04 Recognize safety hazards for younger children and assist in the protection and instruction of these younger children
- 1.05 Demonstrate safety procedures previously learned in the operation of all household equipment such as kitchen, laundry, shop, garden, etc.
- 2.01 Identify agencies and individuals within the community that provide safety services
- 2.02 List kinds of services that the above agencies and individuals provide
- 2.03 Illustrate how to obtain needed services

RECREATIONAL SAFETY

COMPETENCY GOAL(S)

PERFORMANCE INDICATORS

Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.

Grades K-3

1. The learner will be able to select safe places to play
2. The learner will be able to select and use safe equipment while playing
3. The learner will be able to perform safely in recreational pursuits

- 1.01 List points to consider when choosing recreational sites which reduce risk to a minimum
- 1.02 List hazards associated with caves, tunnels, wells, drain pipes, construction sites, etc.
- 2.01 List items to consider, pro and con, in the selection and use of recreational equipment
- 2.02 List hazards associated with blasting caps and fireworks, plastic bags, strange animals, etc.
- 3.01 Demonstrate a knowledge of: water safety, sports safety, camping safety, safety during excursions, safety in hunting, etc.

Grades 4-6

1. The learner will be able to select and safely use recreational sites and equipment
2. The learner will be able to perform safely in various recreational pursuits

- 1.01 Name points to consider when choosing recreational sites which reduce risk to a minimum (pro and con)
- 1.02 Name hazards associated with caves, tunnels, wells, drain pipes, construction sites, abandoned refrigerators, junk yards, etc.
- 1.03 Name hazards associated with blasting caps and fireworks, plastic bags, strange animals, firearms or ammunition, ropes and wire
- 1.04 Name hazards associated with special occasions (Halloween, fairs, carnivals, circus, etc.)
- 2.01 Discuss how laws of nature and man-made rules relate to recreational activities
- 2.02 Discuss why it is important to approach each activity cautiously

Grades 7-9

1. The learner will select and safely use recreational sites and equipment

- 1.01 Identify criteria to follow in selecting and using proper equipment
- 1.02 Identify hazards involved in the activity
- 1.03 Discuss why it is important to select equipment and use it only for the activity for which it was intended

2. The learner will understand the necessity of rules and regulations in all community recreational activities
3. The learner will be able to select and use recreational activities appropriate to one's physical and emotional needs

Grades 10-12

1. The learner will be able to select and use recreational sites and equipment safely
2. The learner will be aware of potential hazards as they relate to the community's recreational program

Healthful Living

- 2.01 Discuss the importance of rules and regulations and the need to follow them
- 2.02 Discuss reasons why students should participate in community recreational programs
- 2.03 Discuss the importance of equating recreational activities to a participant's physical and emotional condition
- 2.04 Discuss the importance of pacing one's self
- 3.01 Discuss the importance of selecting appropriate recreational activities for one's physical and emotional health
- 3.02 Discuss the importance of recreation in maintaining physical and emotional health
- 3.03 Recognize physical factors related to participation; such as: pacing oneself, overexertion, etc.
- 3.04 Demonstrate an understanding of the special recreational needs of handicapped persons
- 1.01 Demonstrate a knowledge of the importance of selecting safe places for recreational activities
- 1.02 Demonstrate a knowledge of the importance of maintenance of equipment and materials as they relate to safe use
- 2.01 Demonstrate an understanding of steps to take in emergencies
- 2.02 List sources of safe practices information and accident facts regarding new recreational activities
- 2.03 Discuss practices that provide for the welfare of each participant
- 2.04 Discuss individuals and agencies that provide for safety in recreational activities
- 2.05 Discuss ways that each individual and/or agency contribute to safety in recreational programs
- 2.06 Define needs in community recreational programs: spaces for cycling, skateboards, etc.

Languages

Languages

The competency goals and performances for languages are grouped into three categories: writing, speaking, and listening. Four features of the materials are especially noteworthy: (1) the competency goals for each of the three language processes (writing, speaking, listening) are K-12 goals, i.e., the goals are established at the kindergarten level and continue through grade 12; (2) an attempt has been made to list all the goals in a developmental sequence, based upon consensus of contributors; however, individual teachers should feel free to experiment with other sequences; (3) an attempt has been made to list performance indicators per goal in an order of easiest to most difficult, although teachers should feel free to experiment with other sequences of the performance indicators, as well; (4) the performance indicators are meant to enable teachers to determine whether pupils are moving toward mastery of the goals at reasonably expected levels of achievement in each of the grade level categories, K-3, 4-6, 7-9, 10-12.

WRITING

LANGUAGES

COMPETENCY GOAL(S)

PERFORMANCE INDICATORS

Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.

Grades K-3

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| <ol style="list-style-type: none"> 1. The learner will be able to determine a purpose for writing 2. The learner will be able to clarify and organize ideas and feelings before writing 3. The learner will be able to write complete sentences 4. The learner will be able to compose a piece of writing that has a main idea 5. The learner will be able to make appropriate word choices in composing a piece of writing 6. The learner will be able to use upper and lower case letters conventionally 7. The learner will be able to practice conventional usage | <ol style="list-style-type: none"> 1.01 Draw a picture and the teacher will write a caption for the picture from what you say about it 1.02 Dictate a word, phrase or sentence which will be written by the teacher 1.03 Discuss reasons for writing (e.g., to describe, to report, to express a feeling or idea) 1.04 Dictate three to five sentences that describe something or tell a simple story 2.01 Order pictures in proper sequence when given three pictures (e.g., clipped frames from comic strip) which illustrate events from a story 2.02 Talk about the content of writing before dictating two or more sentences 3.01 Dictate a complete sentence for someone else to write down 3.02 Arrange word cards to form sentences 3.03 Write a complete sentence containing an appropriate subject and predicate 4.01 Dictate or write a simple story or letter that has a main idea (e.g., letter to Santa Claus, thank you to Grandmother) 4.02 Write a sentence illustrating own art work 5.01 Use appropriate and effective words according to teacher judgment when dictating a brief story or letter 6.01 Write two or more sentences using capital letters for the following: first letters or words that begin sentences, proper nouns, and the pronoun I 6.02 Supply capital letters for the following: first letters of words that begin sentences; appropriate letters in titles; first letters of words in greeting and closing when given a letter with all capitalization omitted 7.01 Dictate two or more sentences using conventional subject-verb agreement |
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Languages

8. The learner will be able to spell conventionally
9. The learner will be able to write legibly in manuscript

Grades 4-6

1. The learner will be able to write for any identified audience
2. The learner will be able to select an appropriate form for writing and to write in any identified form (e.g., narrative descriptions, letters, reports, stories, poems)
3. The learner will be able to compose a piece of writing with an appropriate and consistent point of view
4. The learner will be able to compose a coherent piece of writing with an appropriate beginning, middle, and end
5. The learner will be able to make appropriate word choices in composing a piece of writing
6. The learner will be able to practice conventional usage

- 8.01 Compose three consecutive simple sentences with no more than one spelling error per sentence
 - 9.01 Write name legibly in manuscript
 - 9.02 Write two or more legible sentences in manuscript in terms of conventional: (a) letter formation and size; (b) spacing; (c) alignment; (d) format on paper (margins, etc.)
-
- 1.01 Name two different people or groups to whom you can write (e.g., Santa Claus, grandparents, friend)
 - 1.02 Write to two or more people or groups
 - 2.01 Dictate or write in the following forms: narrative descriptions; a simple story or poem; friendly letters, letters of invitation, and thank you letters; forms which require name, address, telephone number
 - 3.01 Write two or three sentences about another person or object
 - 3.02 Write a story about another person or object
 - 4.01 Dictate or write a simple story or letter that has an appropriate beginning, middle, and end
 - 4.02 Identify the beginning, middle, and end of own written simple story
 - 5.01 Supply appropriate words to complete the sentence when given a sentence with missing nouns or verbs
 - 5.02 Rewrite sentence and supply adjectives or adverbs (e.g., The _____ car _____ rolled down the _____ hill and into a _____ ditch.) when given a sentence with no modifiers
 - 6.01 Use 1st, 2nd, and 3rd person pronouns appropriately in sentences
 - 6.02 Write sentences using a list of teacher-selected irregular verbs

Languages

7. The learner will be able to spell conventionally
8. The learner will be able to punctuate conventionally
9. The learner will be able to write legibly in manuscript and cursive forms

- 7.01 Write two dictated sentences with no more than one spelling error per sentence in words that adhere to spelling patterns
- 7.02 Write two sentences with no more than one spelling error per sentence in words that add inflected endings
- 8.01 Use appropriate end marks of punctuation when writing three declarative, three interrogative, and three exclamatory sentences
- 8.02 Use appropriate end marks of punctuation when given a short paragraph with end punctuation omitted
- 8.03 Supply appropriate punctuation when given a short paragraph with commas omitted
- 9.01 Write two or more sentences in cursive in terms of conventional: (a) letter formation and size; (b) spacing; (c) alignment; (d) format on paper (margins, etc.); (e) slant

Grades 7-9

1. The learner will be able to determine a purpose for writing
2. The learner will be able to write for any identified audience
3. The learner will be able to select an appropriate form for writing and to write in any identified form (e.g., narrative descriptions, letters, reports, stories)
4. The learner will be able to clarify and organize ideas and feelings before writing

- 1.01 Express a purpose for writing a descriptive paragraph after a group brainstorming session
- 1.02 Write a paragraph of five or more sentences after verbally having clearly expressed a purpose
- 1.03 State the purpose for writing (e.g., information, entertainment) when given an assignment to write letters, reports
- 2.01 Write a description of a personal experience to a friend and to a policeman
- 2.02 Identify two different audiences that require communication through different language uses
- 2.03 Write to explain or to describe something, to two different audiences using language appropriate to each
- 3.01 Write acceptable stories and messages and announcements when given appropriate prewriting experiences
- 3.02 Write acceptable notes/letters, reports, stories and descriptions when given appropriate prewriting experiences
- 4.01 "Brainstorm" about ideas and feelings on a topic and select and put in order feelings and/or ideas for a whole piece of writing

Languages

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| <p>5. The learner will be able to write complete sentences</p> <p>6. The learner will be able to compose a piece of writing that has a main idea</p> <p>7. The learner will be able to compose a piece of writing with an appropriate and consistent point of view</p> <p>8. The learner will be able to compose a coherent piece of writing with an appropriate beginning, middle, and end</p> <p>9. The learner will be able to make appropriate word choices in composing a piece of writing</p> <p>10. The learner will be able to use upper and lower case letters conventionally</p> <p>11. The learner will be able to practice conventional usage</p> | <p>4.02 Write a set of scrambled directions for an activity and give them to a classmate to sequence</p> <p>4.03 Select a main idea and support it with five ideas in sequence</p> <p>5.01 Join two simple related sentences by compounding</p> <p>5.02 Write five complete sentences when given the basic sentence pattern NOUN-VERB-NOUN</p> <p>5.03 Write complete sentences when given a list of subjects and/or predicates</p> <p>5.04 Write a short paragraph that contains no more than one sentence fragment</p> <p>6.01 Write a sentence stating the main idea of the action taking place, and then develop a paragraph with three to five additional sentences when given a picture</p> <p>6.02 Use a scrambled list of sentences taken from a well-organized paragraph to identify the topic sentence</p> <p>6.03 Write a well-organized paragraph that contains a clearly stated topic sentence</p> <p>7.01 Write a well-organized paragraph using the first person point of view</p> <p>8.01 Recall a personal experience by writing how it began, what happened in the middle, and how it ended</p> <p>8.02 Write a short paragraph that contains a topic sentence, two or more supporting details, and a concluding sentence, all of which are acceptable to the teacher</p> <p>9.01 Select from several words in parentheses the most appropriate word to fit each sentence when given a list of ten sentences</p> <p>10.01 Indicate where capitalization is needed when given a list of ten sentences with capitalization omitted</p> <p>10.02 Write a paragraph which contains correct use of upper and lower case letters</p> <p>11.01 Correct ten sentences with the following errors: unconventional uses of verbs; unconventional subject-verb agreement; unconventional choice of pronouns; use of non-standard words such as ain't, theirself, ourn, yourn; unconventional degrees of comparison</p> |
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Languages

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| 12. The learner will be able to spell conventionally | 11.02 Write a paragraph, story, etc., which contains the conventional use of verbs and pronouns, appropriate subject-verb agreement, and appropriate degrees of comparison

12.01 Write five sentences with no more than a total of three spelling errors in words that contain affixes
12.02 Use syllabication rules to divide words correctly at the end of a line when given five sentences to copy
12.03 Use a dictionary to diagnose and correct spelling in your own writing |
| 13. The learner will be able to punctuate conventionally | 13.01 Use end punctuation and commas appropriately in writing a brief, well-organized paragraph
13.02 Use apostrophes, quotation marks, and semicolons in writing a brief, well-organized paragraph |
| 14. The learner will be able to write legibly in manuscript and cursive forms | 14.01 Prepare a poster in manuscript
14.02 Write a paragraph in cursive that the teacher judges legible in terms of letter formation, size alignment, slant, space, and format of paper (margins)
14.03 Complete a creative writing project in legible cursive or manuscript writing |

Grades 10-12

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| 1. The learner will be able to determine a purpose for writing | 1.01 Declare a purpose for writing a set of directions and then write directions for another student to follow
1.02 Clearly state an expressed purpose and write a letter of complaint to a department store (consult textbook for proper form of business letter) |
| 2. The learner will be able to write for any identified audience | 2.01 Write a book report aimed toward a class of 3rd graders (book may be on nearly any subject, but language and level of report should be appropriate for audience of young children) |
| 3. The learner will be able to select an appropriate form for writing and to write in any identified form (e.g., narrative descriptions, letters, reports, stories) | 3.01 Write a character sketch of a literary figure
3.02 Write acceptable book reports when given appropriate prewriting experiences |

Languages

4. The learner will be able to clarify and organize ideas and feelings before writing
 5. The learner will be able to write complete sentences
 6. The learner will be able to compose a piece of writing that has a main idea
 7. The learner will be able to compose a piece of writing with an appropriate and consistent point of view
 8. The learner will be able to compose a coherent piece of writing with an appropriate beginning, middle, and end
 9. The learner will be able to make appropriate word choices in composing a piece of writing
- 4.01 Organize the elements into an outline form (e.g., title, setting, characters, mood, action) in preparation for writing about the picture when given a picture
 - 4.02 Select twenty concrete nouns of intent that are peculiar to a special area; then organize these nouns into a logical pattern in preparation for writing a paragraph about a specific interest (e.g., skateboarding)
 - 5.01 Expand each statement into a complete sentence when given several incomplete sentences from a newspaper
 - 5.02 Combine pairs of sentences to make compound sentences when given a list of simple sentences
 - 5.03 Edit another student's paper changing all fragments to complete sentences
 - 6.01 Read a three to five paragraph selection and write the main idea of each paragraph, as well as the main idea for the entire passage
 - 6.02 Write a topic sentence for a variety of slides that could be developed into a paragraph about the slides; select one of these topic sentences and expand into a paragraph
 - 6.03 Write several paragraphs which develop or support a main idea
 - 7.01 Write a paper pretending to be an inanimate object in the room and explain the way you think you are thought of and/or used by the people in the room, maintaining the first person point of view
 - 7.02 Write one paragraph describing yourself from someone else's point of view in order to demonstrate the ability to compose in first and third person points of view
 - 8.01 Logically arrange the sentences in a scrambled paragraph
 - 8.02 Write about an amusing, embarrassing, exciting, or upsetting experience; on the final copy, indicate the beginning, middle and end of the incident by color-coding the written account
 - 8.03 Read a selection that has not been divided by paragraphs, adding transitional devices where appropriate
 - 9.01 Write instructions and directions in appropriate language so that they can be followed and carried out by a classmate (e.g., how to tie a shoe)

Languages

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| 10. The learner will be able to use upper and lower case letters conventionally | <p>9.02 Choose the words which you believe are most appropriate in writing a one-page paper on a specific topic when given a list of ten words with one synonym for each</p> <p>9.03 Describe the character in the situation when given a hypothetical situation (e.g., trying to change a flat tire)</p> <p>10.01 Identify missing capital letters in a piece of writing</p> <p>10.02 Edit a piece of writing that contains no capitalization</p> <p>10.03 Write several well-organized paragraphs which contain conventional uses of lower and upper case letters</p> <p>10.04 Write a business letter and address an envelope, incorporating conventional upper and lower case letters</p> |
| 11. The learner will be able to practice conventional usage | <p>11.01 Select the conventional form to complete each sentence when given twenty sentences with usage choices</p> <p>11.02 Write a well-organized paragraph that contains no more than two errors in usage</p> |
| 12. The learner will be able to spell conventionally | <p>12.01 Correctly divide and hyphenate each word as if each word occurred at the end of a written line when given a list of words and access to a dictionary</p> <p>12.02 Keep a record of the spelling errors you make and upon accumulating ten errors, demonstrate mastery of these errors by spelling each word correctly</p> |
| 13. The learner will be able to punctuate conventionally | <p>13.01 Write from dictation and punctuate conventionally a short passage</p> |
| 14. The learner will be able to write legibly in manuscript and cursive forms | <p>14.01 Write the following sentence legibly: The quick, brown fox jumped over the lazy dogs.</p> <p>14.02 Write a well-organized paragraph that the teacher finds legible</p> <p>14.03 Write in concise conventional form a short friendly letter to a classmate who must be able to read it</p> |

SPEAKING

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS
Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.	
Grades K-3	
1. The learner will be able to pronounce words clearly	1.01 Clearly pronounce object or picture names that comprise all the major phonemes 1.02 Pronounce a statement so that it is understood 1.03 Speak to be understood by the class when dictating sentences, giving directions, etc.
2. The learner will be able to demonstrate effective voice control	2.01 Relate an incident or present a show-and-tell with sufficient volume to be heard in the classroom, but without shouting 2.02 Display pitch control variation by presenting different voices such as Mama, Papa, and Baby Bear, with lines from "Goldilocks and the Three Bears" 2.03 Demonstrate appropriate pacing of words, phrases, and sentences in telling a story
3. The learner will be able to express ideas and feelings	3.01 Relate a personal experience to another individual and/or small group 3.02 Relate to an individual or group your feelings concerning a situation in which you were an observer or participant 3.03 Role-play emotions and speak according to an emotion you represent during impromptu plays
4. The learner will be able to use clear, vivid exact language appropriate to the audience	4.01 Describe an object with such clarity that listeners can identify the object without seeing it or hearing its name 4.02 Relate a personal experience with accuracy and vividness 4.03 Describe the location of an object hidden from the view of classmates with such clarity that the listeners can find it
5. The learner will be able to adapt a given message to the audience	5.01 Display in real life experiences or in role-playing the ability to adjust the same message to different listeners 5.02 Display audience adaptation in a variety of social situations (e.g., talking on the telephone, answering the doorbell, introducing people)

Languages

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| <p>6. The learner will be able to use effective body movements, facial expressions, and gestures</p> <p>7. The learner will be able to use appropriate eye contact in all speaking situations</p> <p>8. The learner will be able to use the four major purposes of speech: 1) ask and answer questions; 2) express feelings, attitudes, and opinions; 3) entertain and give pleasure; 4) display courtesy and conform to social custom</p> <p>9. The learner will be able to use evidence to support contentions</p> <p>10. The learner will be able to engage in task-related, problem-solving group discussion</p> | <p>6.01 Use body movements, facial expressions or gestures appropriate to the character portrayed in a role-playing or speaking situation</p> <p>6.02 Act out simple directions through an activity like charades</p> <p>6.03 Present a poem, short talk, or show-and-tell with effective hand and body movements</p> <p>7.01 Use puppetry to act out stories heard in class and demonstrate eye contact with another puppet or the audience</p> <p>7.02 Engage in a dialogue with a classmate and maintain eye contact</p> <p>7.03 Engage in a dialogue with the teacher or other adults and maintain eye contact</p> <p>7.04 Relate a story or show-and-tell and look into the eyes of various audience members</p> <p>7.05 Maintain eye contact when participating in a group discussion</p> <p>8.01 Ask such questions as needed to solve a stated problem</p> <p>8.02 Answer questions and give simple directions</p> <p>8.03 Clearly state name, age, address, telephone number, and name of parents or guardian</p> <p>8.04 Tell a simple joke or riddle and understand and convey the humor</p> <p>8.05 Tell a simple story for personal enjoyment</p> <p>8.06 Role play a social situation in which you introduce several individuals to each other</p> <p>8.07 Role play the correct way to answer the telephone</p> <p>8.08 Provide directions to another room in the school</p> <p>8.09 Introduce two people and welcome a visitor to the classroom</p> <p>9.01 Orally give one piece of evidence to support a contention (e.g., "I like school because...")</p> <p>9.02 Orally give reasons for a request you wish to make</p> <p>10.01 Contribute significant ideas for problem-solving</p> <p>10.02 Remain on the topic during a teacher-directed group discussion</p> <p>10.03 Discuss the topic with a group of three to five classmates when given a topic by the teacher</p> <p>10.04 Participate in solving the problem with a group of two to four classmates when given a problem by the teacher</p> |
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11. The learner will be able to participate in a group discussion, displaying needed group maintenance behavior

Grades 4-6

1. The learner will be able to pronounce words clearly
2. The learner will be able to demonstrate effective voice control
3. The learner will be able to express ideas and feelings
4. The learner will be able to use clear, vivid, exact language appropriate to the audience
5. The learner will be able to adapt a given message to the audience

Languages

- 11.01 Participate in a group discussion without monopolizing the conversation
 - 11.02 Display a balance between speaking and listening in a group, showing understanding of taking turns
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- 1.01 Record voice when given sentences which include a variety of ending consonants and/or tongue twisters
 - 1.02 Demonstrate ability to pronounce words clearly when giving a short speech on a favorite TV program
 - 1.03 Prepare a one-minute news feature and pay particular attention to clear pronunciation as a part of a small group presentation
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- 2.01 Read aloud a narrative selection with adequate projection, articulation, and meaning
 - 2.02 Suggest and participate in a role-playing activity or a play involving variation in pitch and voice control
 - 2.03 Demonstrate ability to project voice in a two-minute speech in a large room
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- 3.01 Tell why you liked or disliked the characters after reading a story
 - 3.02 Verbalize feelings about family relationships (e.g., sibling rivalry)
 - 3.03 Verbalize your own reaction and feelings toward a story or poem
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- 4.01 Use exact language while demonstrating a process for classmates
 - 4.02 Use concrete nouns, action verbs, and appropriate modifiers in a brief talk to classmates
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- 5.01 Select those words that might work best if the speech were delivered to peers; PTA when given a list of words that might be used in a speech
 - 5.02 Relate an anecdote in language appropriate for peers and in language suitable for parents
 - 5.03 Use role-play to give the same message to a fellow employee and to an employer

Languages

6. The learner will be able to use effective body movements, facial expressions, and gestures
 7. The learner will be able to use appropriate eye contact in all speaking situations
 8. The learner will organize according to purpose, audience, and situation (comparison-contrast, classification, time and space order, cause-effect, inductive and deductive reasoning, definition)
 9. The learner will be able to use the four major purposes of speech:
1) ask and answer questions; seek and give information and directions; 2) express feelings, attitudes, and opinions; 3) entertain and give pleasure; 4) display courtesy and conform to social custom
- 6.01 Act out a story as it is read aloud
 - 6.02 Deliver an oral report that describes an exciting action to demonstrate effective delivery
 - 6.03 Enact an interpretation of a character from a story that has been read, through dramatization
 - 7.01 Mirror a partner's movements and activities, maintaining eye contact at all times
 - 7.02 Maintain adequate eye contact with the person being interviewed during a simulation interview
 - 7.03 Maintain eye contact with audience while delivering an oral report
 - 8.01 Compare likenesses and differences of two related objects, such as tape and a stapler
 - 8.02 Tell which comes first, middle, and last when given a sequence (e.g., an egg, tadpole, frog)
 - 8.03 Verbalize the cause (she sat in it) and the effect (it broke) given an example of a cause and effect relationship (baby bear's chair breaking under Goldilocks)
 - 8.04 Classify and give an oral explanation of a group of pictures (things you eat and things you wear)
 - 8.05 Relate in chronological order three daily tasks
 - 8.06 State two possible effects when given a situation such as falling out of a tree
 - 8.07 Compare likenesses and differences of three or more related objects (e.g., meat, potatoes, tomatoes)
 - 8.08 Give informal definitions of words
 - 9.01 Ask such questions as needed to solve a stated problem
 - 9.02 Give information about a game, art project, or craft in order to persuade classmates to participate in this activity
 - 9.03 Create and/or tell a tall tale to the class
 - 9.04 Role play meeting a new person for the first time
 - 9.05 Give two two-minute speeches expressing opposite points of view on a chosen topic
 - 9.06 Demonstrate through role playing techniques the ability to give directions; give information; express an opinion

Languages

10. The learner will be able to use evidence to support contentions

11. The learner will be able to engage in task-related, problem-solving group discussion

12. The learner will be able to participate in a group discussion, displaying needed group maintenance behavior

10.01 Give an oral report to the class to tell why the title is appropriate or inappropriate when given a story title

10.02 Orally report to the class reasons that two newspaper headlines are appropriate or inappropriate to the contents of the articles

11.01 Team with one other person to plan and implement a task when given a subject-related task

11.02 Participate in a small discussion group to resolve the problem when given a problem-solving topic and a time limit

11.03 Make a list of rules for the school and join with a group of five peers to agree on the five most important rules

12.01 Indicate active listening by paraphrasing the preceding speaker before continuing with your contribution to the discussion during a small group discussion

12.02 Demonstrate ability to speak without interrupting another speaker during a five minute small group discussion on a specific topic

Grades 7-9

1. The learner will be able to pronounce words clearly

2. The learner will be able to demonstrate effective voice control

1.01 Read a passage from an appropriate reading level using clear pronunciation

1.02 Tape a selection of approximately 200 words in length, demonstrating clear and distinct pronunciation of all words

2.01 Vary meaning by stressing different words in a sentence when given a sentence to be read aloud

2.02 Tell an exciting tale, using voice quality to mimic different characters

2.03 Read aloud with variation in volume, pitch, and rate so that the meaning of the passage is appropriately conveyed

2.04 Tape a story for a small child to hear; vary voice to express different feelings

2.05 Recite the lyrics of a song or a passage of poetry, demonstrating effective voice control

3. The learner will be able to express ideas and feelings

4. The learner will be able to use clear, vivid, exact language appropriate to the audience

5. The learner will be able to adapt a given message to the audience

6. The learner will be able to use effective body movements, facial expressions, and gestures

Languages

- 3.01 Identify something you fear and relate an anecdote to illustrate in a group discussion about fear (or some other emotion)
- 3.02 Demonstrate ability to express ideas and feelings by giving a speech on a "pet peeve" or "If I could change one thing in this school, I would change _____"
- 3.03 Make a one-minute dramatic speech to tell something good about another student
- 3.04 Choose a character from a book, play, movie, TV show and explain how you might have felt the same or different

- 4.01 Demonstrate how to make an item to a group of younger students and to a group of classmates
- 4.02 Identify clear and vivid language after listening to a speech or recording
- 4.03 Give a two-minute speech describing your observations, using imagery and accuracy of description when given the observation of a specific scene or event
- 4.04 Adapt a two-minute speech with clear, vivid exact language to a two person audience of classmates and then to an adult audience

- 5.01 Decide something the school needs (e.g., new activity bus, off-campus lunch privileges), make speeches to convince and gain support from the following: (1) individual students; (2) the faculty; (3) the principal; and (4) a group of parents
- 5.02 Give a description of a favorite class and what you do in that class to different types of people and distinguish how you changed from one type of audience to the other (e.g., teacher; peer; 4 year old)

- 6.01 Use appropriate body movements and gestures while giving a demonstration talk about a physical activity or skill (e.g., shooting a basketball, swinging a golf club)
- 6.02 Describe to the class an exciting story or personal experience while demonstrating effective delivery
- 6.03 Present a poem using visual aids and body gestures to convey a message
- 6.04 Give two speeches, one with no body movement and one with appropriate movements and expressions (facial expressions and gestures), after which class feedback will be used to evaluate effectiveness

Languages

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| <p>7. The learner will be able to use appropriate eye contact in all speaking situations</p> | <p>7.01 Ask questions of the audience and maintain eye contact with the person answering the question while delivering a speech</p> |
| | <p>7.02 Deliver a speech without notes; maintaining eye contact, determine effectiveness of the speech</p> |
| | <p>7.03 Read a news article as a television anchor-person would read, employing effective eye contact</p> |
| <p>8. The learner will organize according to purpose, audience, and situation (comparison-contrast, classification, time and space, order, cause-effect, inductive and deductive reasoning, definition)</p> | <p>8.01 Present a brief talk about a place visited</p> |
| | <p>8.02 Give a short talk comparing or contrasting characters from two different stories</p> |
| | <p>8.03 Organize objects into group and explain reasons for this classification</p> |
| | <p>8.04 Use the facts in an oral presentation to draw a conclusion when given a list of facts about a particular subject</p> |
| <p>9. The learner will be able to use the four major purposes of speech:
1) ask and answer questions; seek and give directions; 2) express feelings, attitudes, and opinions; 3) entertain and give pleasure; 4) display courtesy and conform to social custom</p> | <p>9.01 Give specific directions for an emergency vehicle and answer specific questions as to the location when given an emergency situation (e.g., fire, accident, burglary)</p> |
| | <p>9.02 Tell a joke or relate an entertaining anecdote, building upon essential details and including a "punch-line"</p> |
| | <p>9.03 Perform a difficult communication exercise (e.g., returning an item to a store and asking for a refund); explain why you said what was said and what the probable effects were</p> |
| | <p>9.04 Sell a product or a "service" to the group, expressing an attitude about the product or "service"</p> |
| <p>10. The learner will be able to use evidence and support contentions</p> | <p>10.01 Advance an argument for or against a school rule you determine to be appropriate or not appropriate, supporting your position with evidence based on research</p> |
| <p>11. The learner will be able to engage in task-related, problem-solving group discussion</p> | <p>11.01 Participate in a hypothetical group discussion about a home life situation and offer possible solutions</p> |
| | <p>11.02 Participate in a survival task (e.g., "trip to the moon") which requires the group to reach consensus in a small problem-solving group</p> |
| | <p>11.03 Actively participate in a group that has selected something they would like to change about their own community; as a group member, move through the steps of problem-solving, arriving at a feasible solution</p> |

12. The learner will be able to participate in a group discussion, displaying needed group maintenance behavior

Grades 10-12

1. The learner will be able to pronounce words clearly
2. The learner will be able to demonstrate effective voice control
3. The learner will be able to express ideas and feelings
4. The learner will be able to use clear, vivid, exact language appropriate to the audience

Languages

- 12.01 Identify incidents in which members interrupt, monopolize conversation, and/or speak irrelevantly after listening to a taped group discussion
 - 12.02 Make relevant remarks on at least two separate occasions during a fifteen minute group discussion on a specific topic
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- 1.01 Demonstrate through practice drills ability to pronounce words clearly (e.g., "The dipper tipped and the syrup dripped upon the person's parcel")
 - 1.02 Increase ability to pronounce words without dropping the final consonant endings or dropping or adding sounds within words or syllables (e.g., government, athletic)
 - 2.01 Present an oral interpretation of a selection of your choosing, using effective voice control to enhance the meaning of the selection
 - 2.02 Participate effectively as a "Readers' Theatre" group in presenting a selected passage
 - 2.03 Use deliberate changes in vocal quality (color), in addition to features demonstrated at earlier grades to convey appropriate denotative and connotative meaning in an impromptu speech
 - 3.01 Express an opinion with emotional control in a discussion or debate on a controversial issue
 - 3.02 Present a three-minute speech with vocal animation on a "pet peeve," "a beef," or a "complaint" about a situation, condition, behavior or practice which causes inconveniences or irritation
 - 3.03 Demonstrate capacity for dealing with your own feelings, such as lodging a complaint
 - 3.04 Present a three-minute talk defending or attacking the treatment of the most powerful scene in a recent movie you have seen
 - 4.01 Prepare four variations on a commercial in which you try to sell a product to: (1) a trucker, (2) a farmer, (3) a banker, (4) a teacher
 - 4.02 Demonstrate the use of language which is appropriate for different audiences during role-playing situations

Languages

5. The learner will be able to adapt a given message to the audience
 6. The learner will be able to use effective body movements, facial expressions, and gestures
 7. The learner will be able to use appropriate eye contact in all speaking situations
 8. The learner will organize according to purpose, audience, and situation (comparison-contrast, classification, time and space order, cause-effect, inductive and deductive reasoning, definition)
- 4.03 Develop and present to the class exercises demonstrating understanding of different meanings of words with multiple meanings, such as fast, as a noun, adverb, verb, and adjective
 - 5.01 Analyze an ORAL message in terms of its audience
 - 5.02 Adopt a minority position on any controversial issue and defend that position for three minutes in the face of audience interrogation
 - 6.01 Observe people in many areas - the school campus, on TV, at church, watching a sales clerk; repeat and demonstrate to the class movements and facial expressions that you find most effective for purposes of clear and/or dramatic communication
 - 6.02 Use videotape to present a three-minute speech using gestures, facial expressions, vocal and body animation to describe an exciting personal experience
 - 6.03 Create an entire scene through improvisation with one or more persons
 - 6.04 Speak to a group without using a lectern or table
 - 7.01 Maintain continuous eye contact with the audience by establishing a direct sense of communication with each member of the audience during every three to four sentences
 - 7.02 Use various visual aids effectively to enhance an oral presentation, using eye contact for dramatic effect
 - 7.03 Maintain eye contact with the audience while using various visual aids to enhance an oral presentation
 - 8.01 Use the theses "_____ is better than _____" (e.g., one team is better than another) and prepare a short speech organized by comparison and contrast of the two items
 - 8.02 Participate in a group discussion exercise, requiring the supply of items for categories
 - 8.03 Prepare a two minute speech, listing various problems encountered in school (e.g., missed bus, stolen books, last pencil breaks, early dismissal) and classify them according to who would help solve the problem

Languages

- 8.04 Relate to the class a routine from the time you wake in the morning to the time of arrival at school, following a time sequence
 - 8.05 Present a book report stating the events in chronological order
 - 8.06 Present a speech pointing out the causes and effects of students breaking rules in school
 - 8.07 Describe orally in detail and with clear organization the appearance of your front yard or the front of your place of residence
 - 8.08 Summarize orally a news article then suggest possible causes of the event and predict probable effects
 - 8.09 Participate in a shoplifting role-playing situation where you must verbalize the consequences of shoplifting
 - 8.10 Give an oral explanation of your reasoning for the solution of a "brain-teaser"
 - 8.11 State orally that you are alive and then prove the statement with at least ten reasons
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9. The learner will be able to use the four major purposes of speech:
 - 1) to ask and answer questions; seek and give information and directions; 2) express feelings, attitudes, and opinions; 3) entertain and give pleasure; 4) display courtesy and conform to social custom
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10. The learner will be able to engage in task-related, problem-solving group discussion
 - 9.01 Display the rules of courtesy and conformity to social custom by demonstrating telephone etiquette in such situations as seeking information from a library, reporting a theft, etc.
 - 9.02 Practice a social courtesy as a guide to visitors or introducing a guest speaker
 - 9.03 Develop a radio or TV commercial for a product and produce it, with necessary props, on videotape or for class presentation
 - 9.04 Present a three-minute speech on a hobby or travel experience, "field" questions from the audience, generate audience interest in further information, and provide opportunity for audience "follow-up" (e.g., "come out to the art gallery and let me show you...")
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- 10.01 Participate in a persuasive discussion for improvement of student regulations regarding some school problem (e.g., the dress code, open campus, or parking privileges); this discussion might go beyond classroom activity to actual presentation to student council
 - 10.02 Demonstrate ability to sustain the topic by making no obviously irrelevant remarks during a ten-minute panel discussion of a book, film, or television show

Languages

- 10.03 Demonstrate ability to participate constructively in group problem-solving activities involving role-playing and/or situation games; suggested activities might include planning survival equipment for a trip to the moon, for an Outward Bound trip, or from a literary selection - a trial for Lady MacBeth

LISTENING

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Grades K-3	
1. The learner will be able to hear differences between and among sounds	1.01 Identify a number of sounds from nature (e.g., animals) with eyes closed 1.02 Identify voices of different speakers with eyes closed 1.03 Identify the consonant sound at the beginning of each word after hearing a list of words 1.04 Identify the rhyming words when given three words orally, two of which rhyme (cat, pot, rat) 1.05 Identify the consonant sound at the end of each word after hearing a list of words 1.06 State the number of syllables heard after listening to a given series of words
2. The learner will be able to listen literally for items of information, sequence, main ideas, comparisons/contrasts, and cause-effect relationships	2.01 Answer questions about a story heard (e.g., plot, significant detail, colorful description, sequence) 2.02 Answer questions about basic items after hearing an oral reading (questions should focus on who, what, where) 2.03 Identify likenesses and differences when given a description of two characters or objects
3. The learner will be able to listen interpretively in order to predict outcomes	3.01 Predict the outcome of a story after hearing the first half 3.02 Provide two possible conclusions to stories where the endings are omitted
4. The learner will be able to listen critically for fact, fiction	4.01 Identify those elements that could have been real after watching and listening to a film or TV cartoon, or after hearing a story 4.02 Talk about the facts in the presentation after hearing a student presentation about a classroom issue 4.03 Identify a sentence out of context in the paragraph after listening to a paragraph
5. The learner will be able to listen critically in order to draw conclusions and make judgments about content and performance	5.01 Discuss decision by a character with emphasis upon evaluating the quality of the decision after listening to a story 5.02 Identify the better ending and tell why after listening to a story with two different endings 5.03 Draw conclusions based on the facts presented after hearing a story that presents a dilemma

6. The learner will be able to listen creatively in order to construct sensory images and to talk about emotional responses

Languages

- 6.01 Respond through body movement in a manner to reflect the mood, rhythm, etc., while listening to a given selection of music
- 6.02 Draw a picture of your response to music after listening to a given selection of music
- 6.03 Add to the descriptive detail of characters, objects, or environments described in the story after hearing a story
- 6.04 Draw a picture of the content after hearing a descriptive passage
- 6.05 Draw a picture of some feature after hearing a story
- 6.06 Draw a picture of the effects of the stated situation after hearing a poem/story about seasons/weather
- 6.07 Discuss the emotions and feelings of the characters after hearing a story or play
- 6.08 Discuss how a given selection of sound or music makes you feel
- 6.09 Verbalize your feelings after watching and hearing a film or TV program

Grades 4-6

1. The learner will be able to hear differences between and among sounds

- 1.01 Identify the sounds specifically assigned for the exercise when given a group of words containing various blends, diphthongs, and endings (ing, ed, es)
- 1.02 Identify the accented syllables in each word after hearing a group of words
- 1.03 Identify the standard form after hearing sentences with word form contrasts (them-dem; that-dat)
- 1.04 Identify the consonant sound in the medial position, after listening to a given series of words
- 1.05 Identify the long and short vowels and simple vowel combinations (ow, ar, aw) in appropriate words

2. The learner will be able to listen literally for items of information, sequence, main ideas, comparisons/contrasts, and cause-effect relationships

- 2.01 State in a few words the main idea of an oral story
- 2.02 Arrange the events in proper sequence as they occurred in the story after hearing a short story and looking at a list of events contained in the story
- 2.03 Identify the topic sentence in the paragraph after hearing a paragraph read
- 2.04 Repeat or paraphrase the directions to another student after hearing the teacher give directions for an assignment

3. The learner will be able to listen interpretively in order to predict outcomes, summarize
4. The learner will be able to listen interpretively in order to infer main ideas, supporting details, comparisons/contrasts, cause-effect relationships, and meaning from figurative language
5. The learner will be able to listen critically for fact, fiction, opinion
6. The learner will be able to listen critically in order to draw conclusions and make judgments about content and performance
7. The learner will be able to listen creatively in order to construct sensory images and to talk about emotional responses
8. The learner will be able to listen creatively in order to develop solutions to problems and to formulate new ideas

Languages

- 2.05 Answer the questions who? what? where? when? why? after hearing a news article read
- 3.01 Summarize the author's main point after hearing a short story
- 3.02 Predict the next action of the main character after hearing part of a story
- 4.01 Infer main ideas, supporting details, and causality, after hearing a story
- 4.02 After hearing students' written stories on the same topic, tell what makes each different from the other
- 4.03 Describe differences between the settings given two stories, one about the city and one about the country
- 5.01 Identify factors which are intended to influence attitudes toward the product having listened to and viewed a designated TV ad
- 5.02 Identify relevant content after hearing a speech in which the speaker deliberately uses unrelated content
- 6.01 Evaluate the speaker's effectiveness after hearing a speech
- 6.02 Evaluate the conclusions reached by each speaker and decide which speaker reached the most reasonable conclusion after hearing taped speeches by two people on how to solve the same problem
- 7.01 Reconstruct the scene being described after hearing a descriptive passage in a short story or poem
- 7.02 Create a visual, written, or movement response to the music while listening to a musical recording
- 7.03 Enact the story with group members acting as characters, props, and scenery having heard a story
- 7.04 Verbalize reactions toward the characters after hearing an emotionally moving story
- 7.05 Verbalize how one of the characters felt after hearing a recording of a radio drama or play
- 8.01 Propose solutions to classroom or school-related problems presented by the teacher or classmates
- 8.02 Propose solutions after hearing a portion of a story in which problems are presented

Grades 7-9

1. The learner will be able to hear differences between and among sounds
2. The learner will be able to listen literally for items of information, sequence, main ideas
3. The learner will be able to listen interpretively in order to predict outcomes, classify, summarize, and consolidate

Languages

- 8.03 Give possible solutions to the problem after hearing a description of a fictitious family problem or a community problem
 - 8.04 Suggest new methods of fulfilling routine tasks (e.g., classroom procedures, home duties)
 - 8.05 Finish a story with your own ideas after hearing part of a fairy tale with the plot changed (e.g., Cinderella)
 - 8.06 Construct a beginning after hearing the end of a story
 - 8.07 Construct a story containing each element after hearing a list which includes a character, a place and an action
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- 1.01 Identify unconventional pronunciations and pronounce them in the conventional way when given an audio-taped list of 25 sentences in which endings (e.g., -ed, s, 's, -ing) are omitted or slurred
 - 1.02 Identify in each word the sound or sounds which are non-standard and pronounce them in the standard form when given an audio-taped list of 25 non-standard pronunciations
 - 1.03 Distinguish between the pairs of words when given an audio-taped list of pairs of similarly pronounced words (e.g., feel, fill; want, won't; well, we'll; pen, pin)
 - 2.01 Accurately repeat general information about conditions in the forecast after listening to a weather report
 - 2.02 Make or construct the object after listening to oral directions for making or constructing an object
 - 2.03 Retell the main idea after listening to a news story
 - 3.01 Complete the story orally after listening to an open-ended story
 - 3.02 Determine the category into which the items fall upon hearing a series of names, events, places, etc.
 - 3.03 List the arguments presented after listening to an editorial

Languages

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| <p>4. The learner will be able to listen critically for fact, fiction, opinion, bias, propaganda, assumption, inference, and relevance</p> | <p>4.01 Analyze in writing persuasive materials, such as TV ads</p> <p>4.02 List any irrelevant statements by panel speakers during a panel discussion</p> <p>4.03 Analyze material that supports a bias but which is unreliable (e.g., student who opposes a dress code must spot distortions and weak arguments in a given speech favoring a dress code)</p> |
| <p>5. The learner will be able to listen critically in order to draw conclusions and make judgments about content and performance</p> | <p>5.01 Evaluate it as to the consistency of its viewpoint and tone after listening to a short story written by a classmate</p> <p>5.02 Write a summary of a speech, covering all main points</p> <p>5.03 Make a complete, orderly critique of a speech</p> <p>5.04 Observe critically a play, television production, or movie and make judgments about content and performance</p> |
| <p>6. The learner will be able to listen creatively in order to construct sensory images and to talk about emotional responses</p> | <p>6.01 Write a reconstruction of a situation or draw a picture of it after hearing an oral presentation</p> <p>6.02 Evaluate the suitability of visual aids used in a speech (key question: Were the visual images appropriate for the verbal message?)</p> <p>6.03 Evaluate both the literal and suggestive staging of a play or TV show</p> <p>6.04 Listening to a recording of mood music, prepare a written or graphic presentation (e.g., essay, poem, collage, slide presentation) interpreting the sensory images evoked by the music</p> <p>6.05 Write an answer to the question, "How did the poem make me feel?" after hearing an oral reading of a poem</p> <p>6.06 See a play or TV performance and explain what was moving</p> <p>6.07 Formulate appropriate responses to emotion-filled oral messages (e.g., friend says that she is pregnant, or that her father has been laid off, or that she won a scholarship)</p> |
| <p>7. The learner will be able to listen creatively in order to develop solutions to problems and to formulate new ideas</p> | <p>7.01 Write a thorough solution to the problem after listening to a "Dear Abby" letter</p> <p>7.02 List at least three possible solutions as alternatives to the story's conclusion about a character's inner conflict</p> <p>7.03 Suggest an idea which you have derived from discussion after actively participating in a brainstorming activity</p> |

8. The learner will be able to listen creatively in order to develop solutions to problems and to formulate new ideas

Grades 10-12

1. The learner will be able to hear differences between and among sounds
2. The learner will be able to listen literally for items of information, sequence, main ideas, comparisons/contrasts, and cause-effect relationships
3. The learner will be able to listen interpretively in order to infer main ideas, supporting details, comparisons/contrasts, cause-effect relationships, and meaning from figurative language

Languages

- 8.01 Contribute solutions to a "tell-and-add" story
- 8.02 Develop other possible solutions to the problems presented in the story after hearing a story
- 8.03 Express other possible solutions after hearing a talk in which a solution to a problem is proposed
- 8.04 Suggest new adventures for the main characters after hearing a story
- 1.01 Listen to a list of words commonly confused, such as homonyms and various forms of the same word, and distinguish the differences in meaning and pronunciation; identify these differences orally
- 1.02 Distinguish orally among the noticeable differences in pronunciation given two recordings, one of an American speaker and the other of a British speaker (e.g., schedule, aluminum, and vitamin)
- 2.01 Answer questions calling for recall of detail, sequence, and main idea after hearing a story read
- 2.02 Define and illustrate fact, opinion, value judgment
- 3.01 Write the purpose of the letter and the reasons that support that purpose after listening to a reading of a letter to the editor of a newspaper
- 3.02 Hear two descriptions of the same incident and compare and contrast the two descriptions
- 3.03 Listen to ads for two similar products with different brand names to determine similarities and differences in the ads
- 3.04 Identify the major supporting devices and arguments used after hearing a five-minute speech on a proposition of policy
- 3.05 Compare and contrast the varying viewpoints expressed after listening to a panel discussion of an adolescent problem
- 3.06 Analyze the message in terms of main idea and supporting details after listening to a popular song or ballad

Languages

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| <p>4. The learner will be able to listen interpretively in order to infer main ideas, supporting details, comparisons/contrasts, cause-effect relationships, and meaning from figurative language</p> <p>5. The learner will be able to listen critically for fact, fiction, opinion, propaganda, assumption, and relevance</p> <p>6. The learner will be able to listen critically in order to draw conclusions and make judgments about content and performance</p> <p>7. The learner will be able to listen creatively in order to construct sensory images and to talk about emotional responses</p> | <p>4.01 Identify the main idea after hearing a ballad</p> <p>4.02 Identify figurative language after hearing selected poetry</p> <p>4.03 Identify the major arguments and supporting details after hearing a short, persuasive speech</p> <p>5.01 Distinguish between statements which represent opinion and those which represent fact by listening to campaign speeches (school or political)</p> <p>5.02 Listen to a student's speech and state orally what was fact and what was opinion</p> <p>5.03 Distinguish orally between fact and fiction after listening to a recording of science fiction</p> <p>5.04 Identify the viewpoint/bias of that paper after listening to editorials from the same newspaper</p> <p>5.05 Listen to a discussion on a designated topic and point out some irrelevancy that occurs during the discussion</p> <p>6.01 Evaluate a classmate's speech by using a prepared check list</p> <p>6.02 Identify the conclusions drawn and evaluate the delivery of the selection when given a five-minute persuasive selection</p> <p>6.03 Evaluate a ballad on the basis of how closely it conforms to the definition of a ballad</p> <p>7.01 Describe the mood of a selection after listening to a selection of music</p> <p>7.02 Reconstruct the place or event orally after hearing an audio-taped narrative about some place or event</p> <p>7.03 Identify the visual images in the poem after hearing a descriptive poem</p> <p>7.04 Identify the mood after listening to a contemporary song</p> <p>7.05 Report at least one emotional incident in the plot and describe your reaction to it after watching a TV production</p> <p>7.06 Identify those emotional appeals with greatest impact and explain why after hearing a persuasive speech dealing with an emotional topic (child abuse, treatment of the elderly)</p> |
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Languages

- 7.04 Suggest an alternative course of action for the main character which would have changed the outcome of the story after hearing a short story read aloud
- 7.05 Take part in developing a new story by contributing an original segment after listening to an introduction to a story
- 7.06 Prepare an argument advancing a solution based upon the material presented in the narrative given a detailed narrative about a major social problem
- 7.07 Create a conflict and resolution for a character after listening to a detailed character sketch

Mathematics

Mathematics

Cultural changes occurring in our time have significant implications for the curriculum as a whole and for mathematics in particular. The technological world in which we live makes it imperative that all citizens have some understanding of mathematical reasoning and that at every level of proficiency, a much larger group have an understanding of mathematical method. All pupils should at least be given the opportunity to learn the mathematics which will provide them with the basic mathematical skills to function as productive informed citizens.

Mathematics in Grades K-6

From the teaching standpoint, our overall objectives are to help learners develop the ability to: 1) think rationally rather than merely to memorize facts and formulas; 2) feel comfortable and self-reliant with the mathematics in their everyday lives; and 3) establish a foundation which will support later, more sophisticated skills in mathematics.

While we feel that the learning tasks identified here are essential ones, we recognize the inability of anyone to predetermine when given concepts or skills will be mastered. We know that some pupils may master them earlier or later than at the time specified here. When skills are acquired is not as important as that all be given opportunities to learn.

Teachers of each grade should examine the performance indicators for the previous and next higher grade. By doing so they can see how their segment fits into the total mathematics program for children. It is impossible to order the competency goals and performance indicators so that they are compatible with every teacher's plan or every learner's maturation rate. That responsibility must be left to individual teachers. We have organized the material under these broad topics: 1) geometry, 2) measurement, 3) number and numeration, and 4) computation. This does not imply that concepts must be developed in this order. It is obvious that learning may take place in several categories at the same time.

It is the ultimate goal of special education for all EMH learners to complete high school and obtain a diploma. To accomplish this, passage of the competency test is necessary, therefore, all objectives included in grades 10-12 should be those needed by all learners, including the educable mentally handicapped.

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate.
Grades K-3 1. The learner will respond to and use the vocabulary of mathematics in a manner commensurate with his/her mental ability 2. The learner will classify items according to a selected characteristic 3. The learner will deal with number concepts in a manner commensurate with his/her mental ability	1.01 Use physical activities and manipulation of objects to demonstrate understanding of the following: - size relationship (small, large, short, tall, thick, thin, etc.) - amount (few, many, empty, full, more, less, etc.) - position (left, right, before, after, in front of, behind, etc.) - shapes (square, circle, straight, curved, etc.) - comparisons (small, smaller, smallest, etc.) 2.01 Return objects to their designated places when given the appropriate storage facilities 2.02 Select objects into designated sets 2.03 Demonstrate one to one matching between members of two equivalent sets 2.04 Distinguish between members and non-members of a set 2.05 Identify the set that has more members when given two sets 2.06 Identify the set that has less members when given two sets 2.07 Identify an empty set 2.08 Use pictures to designate sets of pictures 2.09 Distinguish between members and non-members of a set of pictures 2.10 Arrange sets in order according to different sizes 3.01 Count by rote as high as practical 3.02 Count objects to answer the question "how many?" 3.03 Select objects into designated sets 3.04 Demonstrate understanding of "adding to" and "taking away" of objects through the use of manipulatives 3.05 Tell what number comes before or after a given number 3.06 Demonstrate an understanding of terms "first," "second," "third," etc., through the use of manipulatives

4. The learner will demonstrate an understanding of what money is and what it is used for

5. The learner will demonstrate an understanding of how we use and measure time

6. The learner will demonstrate an understanding of what measurement is and how it is used

7. The learner will demonstrate a recognition of simple geometric shapes

Mathematics

- 3.07 Demonstrate an understanding of a fractional part of an object (one half)
- 3.08 Recognize symbols for numerals
- 3.09 Write symbols for some numerals

- 4.01 Explain orally in children's terms that money is paid to workers for services rendered
- 4.02 Explain orally in children's terms that money is used to buy things
- 4.03 Identify using actual coins and currency a penny, nickel, dime, quarter, half dollar, dollar coin (Susan B. Anthony), dollar bill, five dollar bill, ten dollar bill, etc.
- 4.04 Count how many pennies will equal a nickel, how many nickels will equal a dime, etc.

- 5.01 Explain orally the meaning of the following terms: morning, noon, afternoon, day, night, today, yesterday, tomorrow, etc.
- 5.02 Name correctly each day of the week
- 5.03 Explain orally some of the differences between summer, winter, spring, and fall
- 5.04 Explain orally the function of a calendar
- 5.05 Explain orally the function of a clock
- 5.06 Select pictures to show each season

- 6.01 Begin to demonstrate using manipulatives the distances represented by an inch, foot, and yard
- 6.02 Demonstrate using actual containers the amount of liquid or sand contained in a pint, quart, and gallon
- 6.03 Determine own body weight by using bathroom scales
- 6.04 Identify the following measuring instruments by naming them and explaining what they measure: ruler, yard stick, scales, thermometer, measuring cups, etc.

- 7.01 Sort objects according to shape - circle, square, triangle
- 7.02 Distinguish circles from other shapes when given a model
- 7.03 Distinguish squares from other shapes when given a model
- 7.04 Distinguish rectangle from other shapes when given a model
- 7.05 Distinguish triangle from other shapes when given a model
- 7.06 Choose objects according to shape in response to shape names (circle, square, triangle, rectangle)

Mathematics

Grades 4-6

1. The learner will comprehend and use standard mathematics vocabulary
2. The learner will be able to understand and apply simple mathematical concepts
3. The learner will be able to perform the basic mathematical processes of addition, subtraction, multiplication and division

- 7.07 Demonstrate a path from one point to another
 - 7.08 Construct a square, rectangle and triangle when given a pegboard, geoboard or other material
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- 1.01 Demonstrate through the use of manipulatives and verbal response a knowledge of standard math terms such as: add, subtract, multiply, divide, plus, minus, sum, total, difference, problem, example, equals, etc.
 - 1.02 Designate objects by condition: hard-soft, soft-loud, low-high (of sounds), young-old, cold-hot, old-new, dirty-clean, etc.
 - 1.03 Designate position of objects: under-over, bottom-top, etc.
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- 2.01 Count by rote as high as practical (extension of intermediate level)
 - 2.02 Recognize and verbally identify numeral symbols
 - 2.03 Count and write to 100 by ones, twos, fives, and tens
 - 2.04 Demonstrate an understanding of fractional parts of objects
 - 2.05 Identify and write arithmetic signs such as +, -, x, ÷, <, >, =, \$, ¢, ., %, etc.
 - 2.06 Develop sight recognition of words such as one, two, three, etc., add, subtract, multiply, divide, sum, total, etc.
 - 2.07 Demonstrate an understanding of place value
 - 2.08 Demonstrate the use of zero as a placeholder
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- 3.01 Perform addition of two numbers in examples where the total is nine or less (digits presented vertically)
 - 3.02 Perform addition of two or more numbers in examples where the total is nine or more and carrying is not required
 - 3.03 Perform addition of two or more numbers where carrying is required
 - 3.04 Perform subtraction of one digit numbers (no borrowing)
 - 3.05 Subtract two or more digits (no borrowing)
 - 3.06 Subtract two or more digits (borrowing)
 - 3.07 Identify the fact that zero times any given number is zero
 - 3.08 Perform multiplication of ones table
 - 3.09 Divide sets into equivalent subsets and name the number of subsets that is formed

Mathematics

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| 4. The learner will demonstrate the ability to identify and use money | 3.10 Multiply to find products of twos, threes, fours, fives
3.11 Identify operation of addition, subtraction or multiplication to solve word problems
3.12 Identify $\frac{1}{2}$ of numerals through 10
3.13 Demonstrate the ability to utilize sets to illustrate division
3.14 Divide a 1 digit dividend by a 1 digit divisor
3.15 Divide a 2 digit dividend by a 1 digit divisor
3.16 Divide a 3 digit dividend by a 1 digit divisor |
| 5. The learner will demonstrate the ability to use time terms and instruments | 4.01 Identify and name coins and understand the value they represent
4.02 Identify and name bills up to \$100.00
4.03 Read prices
4.04 State cent value of coin combination
4.05 Differentiate the worth of coin and currency
4.06 Exchange money up to \$20.00
4.07 Make change using coins
4.08 Make change using coins and currency to \$20.00 |
| 6. The learner will demonstrate measurement skills commensurate with his/her mental ability | 5.01 Name the months of the year
5.02 Fill in numerals and hands on a clock form
5.03 Designate the hour hand and the minute hand
5.04 Tell how many days in a week
5.05 Tell how many months in a year
5.06 Tell how many days in a year
5.07 Tell time to the hour, half hour, quarter hour as appropriate
5.08 Understand concept of night and day, before and after
5.09 Demonstrate proper use of calendar, i.e., locate months, days, holidays, and specific dates

6.01 Identify heavier and lighter when comparing objects
6.02 Discuss purpose of thermometer and how to read it to the nearest marked degree
6.03 Use a straight edge to connect dots or points
6.04 Identify and use some units of measure
6.05 Measure given line segments with straight edge
6.06 Measure quantity in given container to nearest whole number, using a non-standard measurement
6.07 Identify standard metric terms in relation to what each measures (i.e., meter - length)
6.08 Identify and use measuring devices (i.e., cup, spoon) |

Mathematics

7. The learner will demonstrate development of some intuitive geometric concepts

Grades 7-9

1. The learner will be able to perform the necessary addition and subtraction in order to solve basic practical application problems
2. The learner will demonstrate an understanding of the basic math skills associated with a pre-vocational program, i.e., maintaining checking and savings accounts, computing hours worked, and pay, preparing simple budgets, etc.

- 7.01 Recognize and reproduce shapes
- 7.02 Identify open and closed curves

- 1.01 Perform addition and subtraction problems which were introduced at the intermediate level. Emphasis at the junior high level is on accuracy
- 1.02 Perform addition and subtraction of money, decimals, time and fractions
- 1.03 Select the appropriate operations(s) for a given practical application problem (word problem) and perform the appropriate operation accurately to solve the problem
- 2.01 Compute the amount of time worked (weeks, days, hours) in a given pay period
- 2.02 Compute gross pay and take home pay earned during a given pay period
- 2.03 Explain bank services
 - checking accounts
 - saving accounts
 - loans/deposits
 - safe deposit boxes
 - certified checks
 - cashier's checks
- 2.04 Write deposit slips, checks, and withdrawal slips, and maintain account books required for personal checking and savings accounts
- 2.05 Explain how one would open and use both a
 - checking account
 - opening an account
 - stopping payment
 - balancing statements
 - endorsing checks
 - cost
 - legal responsibilities
 - savings account
 - open account
 - close account
- 2.06 Tell time to the minute
- 2.07 Identify the various measurement instruments associated with the world of work, i.e., rules, scales, liquid measurement containers, etc.

Mathematics

- 2.08 Prepare simple budgets for individual income
- advantages and disadvantages
 - record keeping
 - estimating income
 - sources
 - deductions
 - expenditures
 - fixed
 - rent or house payment
 - taxes
 - insurance
 - pledges
 - variable
 - food
 - utilities
 - clothing
 - transportation and upkeep
 - house upkeep
 - health care
 - education
 - contributions, gifts
 - recreation, entertainment
 - personal allowances for family members
 - savings
3. The learner will demonstrate an understanding of the skills necessary to function as an aware consumer in the market place
- 3.01 Determine consumer needs realistically, i.e., identify items of necessity from luxury items
- 3.02 Compile a shopping list and follow it to avoid "impulse buying"
- 3.03 Compute a "running total" when shopping to avoid overspending. Use of pocket calculator should be encouraged
- 3.04 Demonstrate an awareness of good buying practices
- using guides
 - advertising
 - labels, brands
 - warranties and guarantees
 - choosing stores
 - seasonal and sales buying
 - discounts
- 3.05 Explain the advantages offered by consumer agencies
- governmental agencies
 - cooperatives, professional and industrial agencies

Mathematics

Grades 10-12

- | | |
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| 1. The learner will compute using whole numbers | 1.01 Add whole numbers with as many as four digits when presented in a horizontal or vertical format |
| | 1.02 Subtract whole numbers with as many as five digits when presented in a horizontal or vertical format |
| | 1.03 Multiply two or three digit whole numbers involving renaming when presented in a horizontal or vertical format |
| | 1.04 Divide whole numbers involving as many as four digits |
| 2. The learner will compute using fractions | 2.01 Add whole numbers, mixed numbers and common fractions when presented in a horizontal or vertical format |
| | 2.02 Subtract whole numbers, mixed numbers and common fractions when presented in a horizontal or vertical format |
| | 2.03 Multiply whole numbers, mixed numbers and common fractions when presented in a horizontal or vertical format |
| | 2.04 Divide whole numbers, mixed numbers and common fractions when presented in a horizontal or vertical format |
| 3. The learner will compute using decimals | 3.01 Add decimal numbers when presented in a horizontal or vertical format
NOTE: As many as four digits with three decimal places |
| | 3.02 Subtract decimal numbers when presented in a horizontal or vertical format
NOTE: As many as four digits with three decimal places |
| | 3.03 Multiply decimal numbers when presented in a horizontal or vertical format
NOTE: As many as four digits with three decimal places |
| | 3.04 Divide decimal numbers in both the divisor and the dividend |
| 4. The learner will compute using percents | 4.01 Find the percent of a given number, such as 10% of 80 |
| 5. The learner will solve problems involving money matters | 5.01 Compute subtotals and totals, including tax, when given a bill of sale |
| | 5.02 Compute change when given the total amount of a bill and the amount of money available to pay the bill |

Mathematics

- 5.03 Compute the increase or decrease in the monthly rate when given a rent receipt showing more than one month's rent
- 5.04 Compute the average rent per month when given varying amounts of monthly rent
- 5.05 Compute the balance to be paid after paying a fractional part of the rental amount when given the monthly rent
- 5.06 Write the amount in words when given a specified amount of money
- 5.07 Compute the total wages when given the hourly wage rate and the total number of hours worked
- 5.08 Determine the time interval between two given times and compute the total cost for that interval when given cost per time interval
- 5.09 Determine a subtotal prior to tax being added when given a list of items and the cost of each item
- 5.10 Determine the total bill, including tax, when given a list of items and the cost of each item
- 5.11 Compare the costs of various clusters of items contained on the list when given a list of items and the cost of each item
- 5.12 Compute the amount of tax charged on the particular item when given the cost of a particular item, and the tax rate expressed as a percent
- 5.13 Compute the total cost of multiple tickets which fall into the various categories when given a list of admission price categories to a particular event
- 5.14 Determine the cost of a specific item from the advertisement when given an advertisement involving a table of sizes, prices and tax
- 5.15 Determine the amount of tax charged for one or more items from the advertisement when given an advertisement involving a table of sizes, prices and tax
- 5.16 Determine the amount spent for a utility for a year when given a utility bill which covers at least one month's service
- 5.17 Determine the hourly rate of earnings when given a statement of wages showing hours worked, salary earned and various deductions
- 5.18 Determine the total amount of State and Federal taxes deducted for that given period when given a statement of wages showing hours worked, salary earned and the various deductions for a given period such as a week

Mathematics

- 5.19 Determine total earnings for a fraction or multiple part of the given period such as four weeks when given a statement of wages showing hours worked, salary earned and the various deductions for a given period such as a week
- 5.20 Determine the total cost of an item including shipping and handling charges when given an installment buying situation including cash price of a given item, shipping and handling charges
- 5.21 Determine the total costs for a given time period when using the installment plan specified when given an installment buying situation including cash price of a given item, shipping and handling charges
- 5.22 Determine the difference between the cash price and the price paid when using the installment plan when given an installment buying situation including cash price of a given item, shipping and handling charges
- 5.23 Use the appropriate operation to reflect a withdrawal or a deposit when given a checkbook record
- 5.24 Use the appropriate operation to reflect the writing of one or more checks against an account and show the balance after every transaction when given a checkbook record
- 5.25 Determine the number of days he/she has to pay the bill after receiving it when given a credit card statement showing the payment due date, monthly finance charge, credit limit, and total charges
- 5.26 Compute the finance charge for late payment when given the percentage and the balance due on a credit card statement showing the payment due date, monthly finance charge, credit limit, and total charges
- 5.27 Compute the total cost of a multiple number of items from the price list when given a price list such as that of a menu from a fast-food restaurant
- 5.28 Compute the difference between the cost of two separate items from the list when given a price list such as that of a menu from a fast-food restaurant
- 5.29 Determine the least expensive item when given the costs of items packaged in different sizes

6. The learner will solve problems involving measurement

7. The learner will use geometric ideas in solving everyday problems

Mathematics

- 6.01 Make the necessary computations for each ingredient to expand or decrease a recipe by a given factor
- 6.02 Compute time intervals when given any two entries from a time-card with entries for various days
- 6.03 Compute the total earnings when given the total number of hours worked, and the hourly wage rate
- 6.04 Determine the time elapsed between two given times and compute the cost for the total time elapsed when given a situation involving cost per time interval
- 6.05 Solve problems relating to area when given the dimensions of a geometric figure, such as a square
- 6.06 Determine the number of tiles of a given dimension that would be needed to tile the floor when given the dimensions of a geometric figure, such as a square
- 6.07 Compute the total cost of tiling a floor when given the cost per tile and the number of tiles needed to tile a floor
- 6.08 Solve problems relating to perimeter when given the dimensions of a geometric figure, such as a square
- 6.09 Compute the average temperature for time intervals when given a series of temperature readings for specific time intervals
- 6.10 Determine the amount of increase or difference between two readings when given two temperature readings on a thermometer graduated in degrees Celsius and Fahrenheit
- 6.11 Compute the difference between two given times when given a situation involving a time schedule, such as a movie schedule
- 6.12 Compute the time it takes to travel between two points on a schedule when given a transportation schedule, such as a bus schedule
- 6.13 Determine differences between two times presented on a schedule when given a transportation schedule, such as a bus schedule
- 6.14 Determine the dimensions of specific rooms when given a floor plan or blueprint
- 7.01 Find the area when given a geometric figure, such as a square, with the dimensions indicated
- 7.02 Determine the area of a geometric figure using more than one unit of measure when given a geometric figure, such as a square, with the dimensions indicated

Mathematics

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| <p>8. The learner will read, interpret and use maps, graphs, charts, and tables</p> | <p>7.03 Find the perimeter of a geometric figure, such as a square, with known dimensions</p> <p>7.04 Identify parallel or intersecting streets when given a city map</p> |
| <p>9. The learner will apply knowledge of probability and statistics to every-day situations</p> | <p>8.01 Determine driving distance between two cities when certain routes are specified using a standard road map</p> <p>8.02 Determine the approximate number of miles between two cities that are three inches apart on the map when given a highway map and a scale, such as one inch = thirty miles</p> <p>8.03 Determine the total cost of single and multiple items from a table when given an advertisement involving a table of sizes, item costs and tax</p> <p>8.04 Determine a method for finding the amount of time it takes to get from one location to another when given a transportation schedule</p> <p>8.05 Determine departure time that will enable him/her to arrive at the desired destination on time when given a transportation schedule and specified time of arrival at a particular location</p> |
| <p>10. The learner will estimate answers to problems</p> | <p>9.01 Compute the average temperature for intervals when given a series of temperature readings for specified time intervals</p> <p>9.02 Compute the average per month when given varying amounts for monthly rent</p> |
| <p>11. The learner will solve problems involving computations with whole numbers, fractions, decimals and percents</p> | <p>10.01 Find the approximate number of miles between two cities when given a highway map and a scale, such as one inch = thirty miles</p> <p>10.02 Determine the approximate driving time for the trip when given the distance between two cities and the rate of travel</p> <p>10.03 Estimate what car can be purchased when given a menu and a specific amount of money</p> |
| | <p>11.01 Determine the best day of sales when given a record of daily sales for a one-week period in a table form</p> <p>11.02 Determine the total sales for a one-week period when given a record of daily sales for a one-week period in table form</p> <p>11.03 Determine the difference between any two different days' sales when given a record of the daily sales for a one-week period in table form</p> |

Mathematics

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| <p>12. The learner will solve mathematic problems pertaining to transportation</p> | <p>11.04 Determine any one of the three variables when the other two variables are given (problems involving distance, rate and time)</p> <p>11.05 Solve problems involving finance charges, sales tax and discounts (using percent)</p> |
| | <p>12.01 Demonstrate knowledge about ownership of a vehicle</p> <ul style="list-style-type: none"> - purchasing <ul style="list-style-type: none"> - comparing window sticker price to actual amount to be financed <ul style="list-style-type: none"> - sales tax - excise tax - registration fees - down payment or trade-in allowance - advantages and disadvantages of buying a new car - advantages and disadvantages of buying a used car - continuing costs <ul style="list-style-type: none"> - operation expenses - fixed expenses - insuring a car <ul style="list-style-type: none"> - North Carolina laws - bodily injury liability - collision - property damage liability - comprehensive - medical payments - uninsured motorists - automobile clubs <p>12.02 Demonstrate knowledge about commercial transportation</p> <ul style="list-style-type: none"> - leasing and renting an automobile - traveling by bus, train, airplane, boat - shipping goods by parcel post, express, or freight <p>12.03 Demonstrate an awareness of trip planning skills</p> <ul style="list-style-type: none"> - reading a map - estimating trip expenses |
| <p>15. The learner will demonstrate an awareness of the financial facts involved in obtaining housing</p> | <p>13.01 Demonstrate an awareness of the issues involved in renting a house</p> <ul style="list-style-type: none"> - advantages - disadvantages - selecting a rental unit <ul style="list-style-type: none"> - cost - location - restrictions - size and arrangement - available utilities - appearance - extra charges - lease |

Mathematics

13.02 Demonstrate an awareness of the issues involved in using mobile homes to provide housing

- renting
- buying
 - parking space
 - availability and cost of utilities
 - local codes and regulations
 - size and floor plan
 - appearance
 - furnishings and appliances
 - cost
 - interest charges
 - towing and installation costs
 - depreciation
 - insurance
 - maintenance

13.03 Demonstrate an awareness of the issues involved in buying a home

- advantages
- disadvantages
- costs
 - related to income
 - down payment
 - interest
 - closing
- annual payments for principal and interest
- taxes
- insurance
- maintenance
- depreciation
- selection
 - type
 - apartment
 - old house
 - ready-built new house
 - building new house
- neighborhood
- community facilities
- available utilities
- zoning law
- building codes and regulations
- taxes, assessments
- title and deed restrictions
- landscaping
- resale value
- securing legal services

Mathematics

14. The learner will understand the basic concepts of insurance
- 13.04 Demonstrate an awareness of the issues involved in financing a home
- loan sources
 - building and loan companies
 - mortgage companies
 - life insurance companies
 - banks
 - trust companies
 - private investors
 - financing methods
 - cash
 - loans
 - federal housing administration
 - veterans administration
 - farmers' home administration
 - second mortgage
- 14.01 Demonstrate a knowledge of issues involved in buying insurance
- selecting the company
 - selecting an agent
 - analyzing a policy
 - risk covered
 - time covered
 - amount or limits
 - premiums
 - warranties
 - contestability
 - reinstatement
 - premium waivers
 - settlement options
 - loans
 - dividends
 - exclusions
 - beneficiary
 - rebate
- 14.02 Demonstrate an awareness of issues involved in life insurance
- straight
 - limited
 - endowment
 - term
 - combination policies
 - group
 - industrial
 - annuities
 - national service life (GI insurance)
- 14.03 Demonstrate an awareness of issues involved in health and accident insurance
- hospital
 - surgical
 - medical
 - major medical
 - income protection

Mathematics

15. The learner will demonstrate an awareness of taxes
- 14.04 Demonstrate an awareness of issues involved in property insurance
 - fire and extended coverage
 - casualty
 - title and mortgage
 - 14.05 Describe the benefits of social security
 - disability
 - retirement
 - survivor's
 - lump sum death payment
 - medicare
 - hospital
 - voluntary medical
 - 14.06 Demonstrate a knowledge of unemployment insurance and workmen's compensation
 - 15.01 Compute and explain federal and state income taxes
 - services purchased
 - individual tax return
 - tax forms
 - income records
 - filing status
 - exemptions
 - W-2 forms
 - taxable income
 - deductions
 - tax computation
 - refunds
 - payment of tax due
 - records
 - penalties for non-compliance
 - differences between state and federal taxes
 - 15.02 Demonstrate a knowledge of property taxes
 - kinds
 - real
 - personal
 - intangible
 - evaluation
 - assessed value
 - rate
 - amount due
 - services
 - listing
 - penalties for non-compliance
 - 15.03 Demonstrate an awareness of sales tax
 - 15.04 Explain vocabulary related to taxes

Mathematics

16. The learner will demonstrate knowledge of consumer credit

- 16.01 Explain credit usages
 - how
 - when
 - where
 - why
 - advantages
 - disadvantages
- 16.02 Explain how an individual establishes credit
- 16.03 Explain the "Truth-in-Lending Act"
- 16.04 Explain the types of consumer credit
 - open accounts
 - revolving accounts
 - budget payment plans
 - credit cards
 - ready-cash reserve
 - installment cash credit
 - life insurance loans
 - pawn shop loans
- 16.05 Explain the uses of consumer credit
 - major item purchases
 - refinancing existing payments
- 16.06 Explain the cost of consumer credit
 - interest
 - additional charges
 - required credit insurance
- 16.07 Explain vocabulary related to a credit contract
 - credit contract
 - promissory note (signature)
 - open-end
 - conditional sales
 - deed of trust
 - legal aspects
 - foreclosure
 - delinquency
 - repossession
 - bankruptcy

17. The learner will demonstrate knowledge of schemes practiced to defraud the public

- 17.01 Explain how advertising schemes may be used to defraud the public
 - bait advertising
 - bogus prizes
 - simulated checks
 - deceptive pricing
 - list prices
 - discounts
 - trade-in allowances
 - comparative pricing
 - wholesale pricing
- 17.02 Explain deceptive packaging
- 17.03 Explain how special sales may exploit the public
 - auctions
 - fire
 - sample or floor merchandise
 - loss of lease
 - forced bankruptcy
 - going out of business

Mathematics

- 17.04 Explain guarantees and warranties
- 17.05 Explain debt consolation rackets
- 17.06 Explain "free home trial"
- 17.07 Explain how chain letters may be gyps
- 17.08 Explain home improvement swindles
 - official inspections of furnaces, etc.
 - exterior improvements -- siding, paint, roof, etc.
 - storm windows
 - paving driveways
 - nursery stock and landscaping
- 17.09 Explain how games of chance may be rigged
- 17.10 Explain how to respond to charity collections
 - honest
 - dishonest

Reading

Reading

The purpose of the Competency Goals in reading is to present a sequential developmental reading program beginning with pre-reading skills and continuing through grade 12. It is intended to be used as a resource guide. Efforts have been made to use common terms coupled with simple definitions for clarity.

It is the ultimate goal of special education for all educable mentally handicapped pupils to complete high school and obtain a diploma. To accomplish this, passage of the competency test is necessary. Therefore, all objectives included should be and are the objectives for the high school educable mentally handicapped pupil as well as those in regular education.

PRE-READING SKILLS

READING

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Grades K-3	
1. The learner will demonstrate oral expression commensurate with his/her mental ability	1.01 State personal information: name, age, city, address 1.02 Respond orally to Dolch Picture Nouns 1.03 Name eight basic colors 1.04 Recognize letter and number symbols (as opposed to random scribbling) 1.05 Respond to likenesses and differences in: (a) concrete objects, (b) pictures, (c) geometric shapes including circles and squares 1.06 Distinguish the differences in letters of uniform case (upper and lower) and verbalize names of letters 1.07 Sing action songs 1.08 Role play 1.09 Express himself/herself through use of Dolch picture-word list of nouns 1.10 Verbalize names of numbers 1-10 1.11 Name concrete objects, pictures, and geometric shapes 1.12 Speak in sentences 1.13 Explain purpose of environmental concrete objects: police station, fire station, post office car, house trailer 1.14 Use of body gestures when speaking 1.15 Use common greetings and responses (Hello, Good-bye, Thank You, You're Welcome, Please, Come In) 1.16 Talk over phone 1.17 Identify the beginning sound in a new word
2. The learner will demonstrate adequacy of visual discrimination and memory commensurate with his/her mental ability	2.01 Identify eight basic colors 2.02 Distinguish likenesses and differences 2.03 Recognize protective word symbols and signs, i.e., traffic and pedestrian signs, flashing yellow light, school crossing 2.04 Identify name in print 2.05 Recognize numerals 1-10 2.06 Recognize alphabet A-Z 2.07 Copy first and last name 2.08 Recognize label words of classroom objects 2.09 Write first and last name from memory

3. The learner will demonstrate adequacy of auditory discrimination and memory commensurate with his/her mental ability

4. The learner will demonstrate adequate comprehension skills

5. The learner will demonstrate use of word attack skills

Reading

- 3.01 Hear differences in sounds of words
- 3.02 Follow oral directions
- 3.03 Imitate sounds
- 3.04 Listen to stories, music, and nursery rhymes, TV radio, telephone, record player, tapes
- 3.05 Repeat sounds or words in sequence
- 3.06 Recognize sounds or words in sequence
- 3.07 Answer questions after listening to stories, nursery rhymes, etc.
- 3.08 Repeat sequences of words, sounds or numbers in a forward progression
- 3.09 Rhyme words
- 3.10 Repeat sequences of words, sounds, or numbers in reverse progression
- 3.11 Recognize like and different initial consonants
- 4.01 Describe objects
- 4.02 Answer questions about a story
- 4.03 Identify significant details in a story
- 4.04 Recall story in sequence
- 4.05 Identify descriptive words
- 4.06 Identify phrase and sentence meaning
- 4.07 Demonstrate use of punctuation as a guide to meaning
- 4.08 Distinguish speaker and character addressed
- 4.09 Identify words of speaker
- 4.10 Identify text with related illustrations
- 4.11 Identify main idea of a paragraph
- 4.12 Identify facts
- 4.13 Distinguish between true and false statements
- 5.01 Identify and demonstrate ability to hear initial consonants
- 5.02 Distinguish rhyming words from non-rhyming words
- 5.03 Distinguish configuration clues by matching
- 5.04 Substitute initial consonants
- 5.05 Identify s suffix ending
- 5.06 Identify who as a question word
- 5.07 Identify and demonstrate ability to hear final consonants in words
- 5.08 Substitute initial consonants
- 5.09 Recognize given words in context
- 5.10 Substitute final consonants
- 5.11 Spell words in Dolch list of nouns
- 5.12 Spell words in Dolch list of Basic Sight Words
- 5.13 Identify possessives
- 5.14 Identify phonetic elements in rhyming words
- 5.15 Identify contractions
- 5.16 Identify and build compound words
- 5.17 Name vowels a, e, i, o, u

Reading

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| 6. The learner will demonstrate visual-motor skills commensurate with her/his mental ability | 6.01 Cut from a specified pattern
6.02 Demonstrate correct use of pencil
6.03 String beads and/or blocks from a pattern
6.04 Demonstrate left-right progression
6.05 Trace
6.06 Color within given lines |
| 7. The learner will demonstrate an adequate vocabulary | 7.01 Show an understanding of the meaning of words which identify objects in the pupil's immediate environment, i.e., house, street, items of clothing, school, food, toys, etc.
7.02 Show an understanding of the meaning of basic words used by primary aged children such as in, out, up, down, open, close, etc.
7.03 Understand ideas through listening by answering questions
7.04 Show interest in words and symbols as measured by teacher judgment |

COMPREHENSION

COMPETENCY GOAL(S)

PERFORMANCE INDICATORS

Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.

Grades 4-6

1. The learner will demonstrate comprehension skills commensurate with his/her mental ability

- 1.01 Organize main ideas in sequence
- 1.02 Verify answers through reading
- 1.03 Distinguish between fact and fancy
- 1.04 Perceive simple cause and effect
- 1.05 Interpret author's point of view
- 1.06 Construct a story ending, telling what might happen to a given character based on the sequence of events related in the story
- 1.07 Demonstrate recall by orally responding to comprehensive questions in simple sentences
- 1.08 Order facts or events in logical sequence using a story the pupil has read
- 1.09 Recognize conversation in a story
- 1.10 Summarize a paragraph
- 1.11 Identify main ideas in own words
- 1.12 State main ideas in own words
- 1.13 Predict possible outcomes
- 1.14 Identify supporting details and state in own words
- 1.15 Draw conclusions based on evidence
- 1.16 Recall specific facts by answering comprehension questions about a movie
- 1.17 Interpret the mood of story and a picture
- 1.18 Make simple generalizations from information given in a story
- 1.19 Verify a prediction of outcomes based on specific content
- 1.20 Read critically to identify cause and effect relationships

WORD ANALYSIS

COMPETENCY GOAL(S)

PERFORMANCE INDICATORS

Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.

Grades 4-6

1. The learner will demonstrate word attack skills in identifying words in reading

- 1.01 Identify the initial blends br, fr, gr, tr, cr, dr, and pr
- 1.02 Form contractions
- 1.03 Spell 20 words from the Dolch List of Nouns (Set #)
- 1.04 Apply the generalization that y at the beginning of a word is usually a consonant; at the end of a word it is usually a vowel
- 1.05 Identify and discriminate long vowel sounds
- 1.06 Spell 15 words from the Dolch Basic Sight Words (Set F)
- 1.07 Hear syllables
- 1.08 Identify the sound of certain letter groups of phonetic elements that recur in words: ad, ame, ar, en, ew, ight, nd, old, ook, and er
- 1.09 Spell 20 words in Dolch List of Nouns (Set G)
- 1.10 Substitute initial blends br, fr, gr, tr, and pr
- 1.11 Identify and discriminate short vowel sounds
- 1.12 Apply the generalization that when a word has only one vowel, the vowel usually has a short sound
- 1.13 Identify the sounds of oo as in foot
- 1.14 Spell 15 words from the Dolch Basic Sight words (Set H)
- 1.15 Spell 15 words in the Dolch List of Nouns (Set I)
- 1.16 Discriminate visual and auditory differences of the long and short vowels denoting the short vowel with no markings and the long vowels with a macron
- 1.17 Apply the generalization that when there are two vowels, one of which is final e, the first vowel is usually long and the e is silent
- 1.18 Identify the suffix er, as an agent, such as farm - farmer
- 1.19 Identify and use the prefix un
- 1.20 Identify consonant blends sc, st, sp, sk, sm, sw, and tw
- 1.21 Identify the sounds of oo as in food
- 1.22 Identify one, two, and three syllable words
- 1.23 Spell 15 words from the Dolch Basic Sight words (Set J)
- 1.24 Identify root words

Reading

- 1.25 Identify root words in words which contain the prefix un
- 1.26 Identify consonant digraphs ck, ph, tch
- 1.27 Identify silent letters, both consonants and vowels
- 1.28 Identify word families: ake, all, ang, ate, ill, ink, ing, and ite
- 1.29 Identify and discriminate the sounds of the vowel digraphs: oa, ai, and ee
- 1.30 Distinguish the hard and soft sound of c
- 1.31 Spell 36 words from the Dolch Basic Sight words (Set K)
- 1.32 Identify the f sound of ph and gh as in graph and laugh
- 1.33 Distinguish the hard and soft sound of g
- 1.34 Distinguish special cases of three letter initial consonant blends: thr, squ, spr, spl, shr, chr, scr, str
- 1.35 Distinguish final consonant sound nt, ng, nk, and ck
- 1.36 Drop the final e before adding ed, ing, er, est, or y to base words
- 1.37 Spell 36 words from the Dolch Basic Sight words (Set L)
- 1.38 Identify root words in variant word forms: e.g., exciting - excited - excitement
- 1.39 Identify word parts: ire, ore, are, ack, ask, age
- 1.40 Syllabicate words between like consonants
- 1.41 Syllabicate compound words as in some-thing
- 1.42 Identify homonyms
- 1.43 Spell 36 words from the Dolch Basic Sight words (Set M)
- 1.44 Identify root words in words with affixes
- 1.45 Syllabicate words between unlike consonants as in in-dulge
- 1.46 Identify shun sound of final suffixes: ion, sion, tion, and ation
- 1.47 Spell 37 words from the Dolch Basic Sight words (Set N)

STUDY SKILLS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Grades 4-6	
1. The learner will demonstrate skill of alphabetizing	1.01 Alphabetize to second letter 1.02 Identify words according to category 1.03 Alphabetize to third letter
2. The learner will use dictionary skills	2.01 Use the dictionary to locate words 2.02 Use guide words in locating a word in the dictionary 2.03 Locate one definition of a word in the dictionary 2.04 Locate two definitions of a word in the dictionary 2.05 Divide words into syllables with the use of a dictionary
3. The learner will demonstrate skills of locating and interpreting information using book parts	3.01 Locate information using chapter, author, table of contents, and pages included in the story 3.02 Identify use of parts of a book: table of contents, preface, index, table page, main part, glossary 3.03 Demonstrate use of the telephone book

VOCABULARY

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Grades 4-6 1. The learner will develop oral vocabulary 2. The learner will recognize and use high frequency words 3. The learner will recognize and use words in basal readers 4. The learner will understand and use special types of word groups	1.01 Develop oral vocabulary sufficiently to convey ideas as measured by teacher judgment 1.02 Demonstrate understanding of ideas through listening by retelling a story 1.03 Dictate simple sentences and stories 1.04 Recognize and read the printed form of own vocabulary 2.01 Recognize, pronounce, and understand high frequency words on sight such as the Dolch 220 2.02 Recognize and read orally survival words 3.01 Increase basal reading words knowledge through the basal reading series by selecting from a list of words the ones named by the teacher 4.01 Recognize signal words such as: who, what, where, when, how, however, whereas, therefore and because 4.02 Understand multiple meanings of words by using the appropriate word in context 4.03 Understand and use synonyms 4.04 Understand and use antonyms 4.04 Understand and use homonyms 4.05 Understand and use homographs (words having the same spelling but different meanings) by writing sentences
Grades 7-9 1. The learner will demonstrate interpretive comprehension skills commensurate with his/her mental ability	1.01 Identify cause/effect statements by orally completing sentences giving an appropriate cause of the action. Example: John called the fire department because. . . or Diane was angry at her brother because . . . 1.02 Complete orally a sentence by giving an appropriate effect of an action Example: The water was so cold, the swimmers . . . or The halfback was so exhausted, he. . . 1.03 Identify implied main ideas of a given title by explaining what the selection is about. Example: "The Return of the Chainsaw Villain" 1.04 Employ character analysis by verbally describing a character when given the character's name, physical appearance and behavior

Reading

Example: "Sarge" was a tough yet fair leader of men. He demanded strict obedience from the men in his platoon.

1. How would you describe Sarge's appearance?
2. How do you think Sarge would act if he got mad?

2. The learner will use structural analysis in identifying words

- 1.05 Predict appropriate outcomes of what would happen next in a sequence after a portion of a story is read

- 2.01 Identify words using prefixes. Example: dis-not; non-not; e-again; sub-under; uni-one; un-not; pre-before; mis-wrong; in-not; mono-one; trans-cross

- 2.02 Identify words using suffixes. Example: able-capable of being; ant/ent-state of, person who; ive-like or pertaining to; ation, tion, ion-state of; ous-full of; ment-action or process

3. The learner will demonstrate increased vocabulary usage

- 3.01 Identify the appropriate meaning for a word used in context
Example: What is the matter? A rock is solid matter.

- 3.02 Use oral vocabulary to convey precise meaning

4. The learner will use and understand content area vocabulary

- 4.01 Use content area vocabulary by associating correct meaning with words unique to the subject area

5. The learner will understand and use special types of word groups in oral and written language

- 5.01 Understand and use multiple meanings
Example: Mary will eat the sweet roll.
Shirley will roll her hair.
The dog will roll over.

- 5.02 Understand and use synonyms (words having the same or nearly the same meaning)
Example: liquid, fluid; walk, stroll
Rank synonyms as to the degree of intensity. Example: breeze, gale, wind
Restate the author's meaning

- 5.03 Understand and use antonyms (words having opposite meanings)
Change the underlined word so that the sentence has an opposite meaning
Jack likes candy
Add the words along the continuum between antonyms

beautiful _____ ugly _____

- 5.04 Understand and use homonyms/homophones (words that sound the same but have different spellings and meanings) by creating two sentences for each word
Example: waste, waist; great, grate

Reading

- 5.05 Understand and use homograph/heteronyms (words having the same spelling but different meanings) by creating two sentences for each word
Example: tear; live; conduct
- 5.06 Understand and use analogous words by completing lists
Example:
- | <u>Animal</u> | <u>Group</u> | <u>Animal</u> | <u>Offspring</u> |
|---------------|--------------|---------------|------------------|
| Tions | pride | goat | kid |
| wolves | pack | cow | calf |
- 5.07 Understand and use oral and written figurative language
- Understand and use similies by comparing two things using words such as like, than, or as
Example: The child's smile melted like a snowflake.
 - Understand and use metaphors by comparing and contrasting two unlike objects.
Example: The road was a ribbon of moonlight...
 - Explain meanings of idiomatic expressions
Example: hit the nail on the head
beat around the bush
 - Illustrate idiomatic expressions
 - Understand personification (giving human qualities to inanimate objects)
Example: The racing skiers laughed as the wind whispered in their ears.
 - Understand onomatopoeia (words that sound like what they mean)
Example: The egg went splat on the floor.
 - Demonstrate comprehension of slang expressions by giving an oral explanation
Example: wheels-modes of transportation (car, etc.)
bread-money
 - Identify a cliché
Example: The tablecloth was white as snow.
 - Understand dialects by restating the meaning of spoken or written communication

Grades 10-12

1. The learner will demonstrate word knowledge and use contextual clues and abbreviations to determine word meaning
 2. The learner will read and follow written directions accurately
- 1.01 Use contextual clues and abbreviations to obtain the meaning of the writer when given a classified ad
 - 1.02 Use contextual clues for identifying words and interpret the meanings of abbreviations and words when given a newspaper and/or magazine article, telephone directory, various application forms
 - 2.01 Identify the proper placement of the given data on the application when given an application form for an auto loan or similar application form

Reading

- 2.02 Match information to the correct numbered space on the application when given a library card or similar card on which personal statistics are to be printed
 - 2.03 Use the given instructions to identify the data needed and identify correct placement of requested data on the form when given an unemployment insurance claim form or similar form
 - 2.04 Determine the correct placement of specific information on numbered blank spaces on a form when given an employment, change of address form, application to rent an apartment and/or similar forms
 - 2.05 Follow the given instructions and determine the proper placement of statistics on a form when given an application for a social security card, or any similar application form
 - 2.06 Complete the given instructions for correctly performing a task when given a set of "Do It Yourself" directions
 - 2.07 Apply the proper sequence in answering questions when given a set of "Do It Yourself" directions
 - 2.08 Answer specific questions concerning labels (such as insect spray poison, medicine bottles, danger signals, etc.)
 - 2.09 Follow directions in interpreting items such as restriction code, dates which appear on the license, etc., when given a driver's license
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3. The learner will read and select the main idea and related detail
 - 3.01 Determine the main idea and related details when given passages from a sample driver's license test or similar paragraphs
 - 3.02 Determine the main idea and related detail when given classified ads, or similar materials
 - 3.03 Determine the main idea and related detail and answer specific questions when given a magazine and/or newspaper article or similar reading passages
 - 3.04 Determine the main idea and related detail when given various kinds of warranties (automobile, vacuum cleaner, radio, refrigerator)
 - 3.05 Determine the main idea and related detail and answer specific questions when given a business and/or personal letter
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4. The learner will read and classify information
 - 4.01 Classify information in order to determine the information required for proper completion of forms when given various applications forms (library card, unemployment claim, employment application, charge account agreement, apartment rental application, etc.)

Reading

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| 5. The learner will read and draw inferences from various reading materials | 4.02 Demonstrate classification skills by classifying information into appropriate categories (use of dictionary; fiction/non-fiction, etc.)
4.03 Use map reading skills to identify various numbered highways, interstate highways, etc. using a highway map
4.04 Use classification skills to distinguish between information such as joint return, single, interest, refund, etc., in order to facilitate correct placement of information when given an Income Tax Form or similar document
4.05 Answer questions regarding the order of the steps in preparation of food when given a recipe |
| 6. The learner will read and draw conclusions | 5.01 Make inferences from concise abbreviated information when given classified ads, or similar reading materials
5.02 Draw inferences about various programs, time, and stations, etc., when given information of the form presented in TV Guide
5.03 Make appropriate response as to the meaning of road signs when given a series of road signs
5.04 Make appropriate inferences from reading selections when given various magazine and newspaper articles, warranties, utility bills, etc.
5.05 Obtain required information when given an index such as a telephone directory, catalogues, department store directory, repair manuals, etc. |
| 7. The learner will compare and contrast various reading materials | 6.01 Read and draw conclusions to answer specific questions when given newspaper and/or magazine articles
6.02 Draw conclusions in identifying correct placement of data on the forms when given various types of application forms
6.03 Draw conclusions on locations, directions, distances, etc., in answering specific questions when given various kinds of maps and charts

7.01 Compare various programs, stations, time, etc., when given information from a TV guide
7.02 Compare and contrast various numbered highways, streets, directions (N,S,E,W), etc., when given a map (highway, city, street, etc.)
7.03 Determine differences in daily activities in various time zones when given a map including more than one time zone |

Reading

8. The learner will read and organize information using various types of materials
 - 8.01 Identify the data needed in order to correctly complete the form when given various forms such as an unemployment insurance claim, charge account, apartment rental application, auto loan application, etc.
 - 8.02 Select from the listings the correct time, channel and content of various programs when given a page from a TV Guide
 - 8.03 Organize the information provided to determine the correct answer to specific questions when given a yellow pages index or a page from a telephone directory
 - 8.04 Use the information provided on the maps to determine direction, routes, distances and various locations to answer specific questions when given various types of maps
9. The learner will locate and apply information
 - 9.01 Demonstrate correct location and application of specific information by responding to specific questions when given an event listing such as a page from a TV Guide or similar schedule
 - 9.02 Locate specific information and solve informational problems when given an index or directory
 - 9.03 Locate places, routes, and other information in order to respond to questions concerning locations, travel, directions, distances, etc., when given a series of maps
 - 9.04 Locate and apply various information for long distance, dialing direct, telephone repair, area code, etc., when given a page in the telephone directory
 - 9.05 Determine the amount of service, period of time the service covered, cost of service, penalty for past due payment, etc., when given a statement such as a utility bill
10. The learner will interpret maps, legends, charts, and pictures
 - 10.01 Use grid marks, map directions, time zones, street names, highway numbers, etc., in answering specific questions when given various kinds of maps (highway, street, area code, etc.)
 - 10.02 Explain the meaning of the pictorial signs when given various highway signs
 - 10.03 Answer specific questions when given charts (Postal rate, population, weather, etc.)

Science

Science

The competency goals are correlated very closely with the content, attitudes, and skills sections of the state science course of study as they appear in the Course of Study for Elementary and Secondary Schools K-12.

Development of a document to assist teachers and administrators in developing and implementing science programs at the local level which meet the needs of all educable mentally handicapped pupils has been a major objective of this endeavor. An effort was made to provide a document with flexibility which permits special curriculum development that will ensure programs suited to the needs of all pupils being served and yet comprehensive enough to ensure well-balanced programs.

**ELEMENTARY SCIENCE (Biological, Physical,
Ecology, Energy, Earth and Space Science)**

SCIENCE

COMPETENCY GOAL(S)

PERFORMANCE INDICATORS

Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.

Grades K-3 -- Biological Science, Physical Science, Earth Science

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| <p>1. The learner will understand that there are many kinds of plants (biological science)</p> | <p>1.01 Select which are plants when given pictures or examples of familiar plants and other objects</p> <p>1.02 Distinguish which are trees when given pictures or examples of ten plants</p> <p>1.03 Sort pictures or examples of plants as flowers, vegetables or fruits when given pictures or examples of plants</p> <p>1.04 Identify the root, stem, leaf and flower when shown plants or pictures of plants</p> |
| <p>2. The learner will understand that all plants have certain needs (biological science)</p> | <p>2.01 Reply water, food, soil and light when asked what a plant needs to grow</p> <p>2.02 List rules for conservation of plants when asked how to take care of plants</p> |
| <p>3. The learner will understand that there are many kinds of animals (biological science)</p> | <p>3.01 Sort as animals or not animals when given pictures or examples of animals and other objects</p> <p>3.02 Sort those living on land or in the water when given pictures or examples of animals</p> <p>3.03 Specify or demonstrate how the animal moves when given pictures or examples of animals</p> <p>3.04 Specify which will likely be found on the farm, in the zoo, or in the woods when given pictures of animals</p> <p>3.05 Name common farm animals and/or pets likely to be found in North Carolina when given pictures or examples of animals</p> |
| <p>4. The learner will understand that all animals have certain needs (biological science)</p> | <p>4.01 Specify the essential needs of each (types of foods, shelter and water) when given pictures of animals</p> <p>4.02 Respond appropriately when asked how animals protect themselves from danger</p> <p>4.03 Respond appropriately when asked to describe procedures for caring for animals (feeding, bathing, walking, etc.)</p> |
| <p>5. The learner will understand that all animals reproduce themselves (biological science)</p> | <p>5.01 Match animal pairs when shown pictures of different young animals and adult animals</p> <p>5.02 Sort which are either born alive or hatched from eggs when shown pictures of animals</p> |

Science

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| <p>6. The learner will understand man's use of plants and animals (biological science)</p> | <p>6.01 State which comes from plants and which comes from animals when shown pictures of foods</p> <p>6.02 Describe how man uses these other than for food when shown pictures of plants and animals</p> |
| <p>7. The learner will understand the human body (biological science)</p> | <p>7.01 Name principle parts of the human body when shown pictures of a human body or using own body</p> <p>7.02 Respond: Eat and drink many kinds of foods, keep clean, get adequate sleep, play, work, get fresh air and sunshine when asked what the human body needs</p> <p>7.03 Arrange pictures in developmental order when shown three pictures (baby, child, and adult)</p> |
| <p>8. The learner will understand the use of energy and machines (physical science)</p> | <p>8.01 Describe uses as well as dangers of fire</p> <p>8.02 Tell which will burn faster when shown pictures of objects)</p> <p>8.03 Name at least 3 sources of heat</p> <p>8.04 Name 3 uses of electricity</p> <p>8.05 Identify machines while listening to familiar sounds of machinery</p> <p>8.06 State usefulness of 4 wheels</p> <p>8.07 Demonstrate how magnets pull (or attract) some objects and not others</p> |
| <p>9. The learner will understand that all matter has certain properties such as size, weight, shape, texture, and color (physical science)</p> | <p>9.01 Group objects according to size, shape, color and texture when given a collection of different objects</p> <p>9.02 Sort pictures or objects according to the materials of which they are made: paper, wood, cloth, etc.</p> <p>9.03 Arrange objects in sequential order according to length and size when given a collection of objects</p> <p>9.04 Predict which is heavier when given two objects</p> |
| <p>10. The learner will understand that energy reacts with matter to produce changes (physical science)</p> | <p>10.01 Describe what happens when given three examples of energy reacting (freezing water, heating water, burning paper)</p> |
| <p>11. The learner will understand earth concepts (earth science)</p> | <p>11.01 Describe the earth as very large, round, has land and water and air</p> <p>11.02 Describe the uses of soil</p> <p>11.03 Identify samples of rocks, sand and soil</p> <p>11.04 Name the uses and dangers of water</p> <p>11.05 Demonstrate that air is around us</p> |
| <p>12. The learner will understand the characteristics of four seasons (earth science)</p> | <p>12.01 Describe the changes in seasons appropriately</p> |

Science

Grades 4-6

1. The learner will understand the basic characteristics of plants (biological science)
 - 1.01 Demonstrate the care of plants when given real and artificial plants
 - 1.02 Describe the importance of roots
 - 1.03 Describe the importance of plant leaves
 - 1.04 Describe how new plants can be grown from seeds, bulbs, cuttings and runners
 - 1.05 Name, describe and match common trees and leaves
 - 1.06 Identify the trunk and its protective covering of bark when shown pictures
 - 1.07 Describe how environmental forces (weather, animals, human beings) can affect plants
2. The learner will understand the basic characteristics of animals (biological science)
 - 2.01 Discriminate between living and non-living animals when given pictures or models
 - 2.02 Describe basic characteristics of each when shown pictures of common animals
 - 2.03 Describe the animal's basic needs such as food, water, protection, air, etc.
 - 2.04 Classify according to habitats when shown pictures of animals
3. The learner will understand man's use of plants and animals (biological)
 - 3.01 Describe the various foods plants provide such as fruits, vegetables, cereals, sugars, nuts, beverages and seasonings
 - 3.02 Classify food as fruits or vegetables when shown food pictures
 - 3.03 Describe the following basic characteristics of the food: (1) type of plant; (2) how food is grown; (3) how food is eaten (raw, cooked, canned, frozen, dried); when shown pictures of foods grown from plants
 - 3.04 Describe the various foods animals provide such as eggs, meat, honey, milk, dairy products
 - 3.05 Describe foods that are produced by each when shown pictures of animals
 - 3.06 Describe food preservation methods such as refrigerating, cooking, canning, freezing, drying
 - 3.07 Explain why every person needs to eat many different types of foods to have a healthy body
4. The learner will understand the human body (biological science)
 - 4.01 Describe the five sense organs
 - 4.02 Describe the purposes of the skeletal system (gives body shape, helps it move, and protects essential parts of the body)
 - 4.03 Describe the main function of the following: muscles, heart, lungs, teeth, blood, stomach

Science

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| 5. The learner will have an understanding of ecology (ecology) | 5.01 Identify ways in which individuals can help protect the environment |
| | 5.02 Identify ways people have harmed the environment |
| | 5.03 Define recycling |
| 6. The learner will understand that all matter has weight and takes up space (physical science) | 6.01 Give at least four properties -- e.g., size, shape, weight, color, texture -- when given an object |
| | 6.02 Describe objects through senses of touch and/or smell when given an object |
| | 6.03 Predict that a tumbler will not fill up with water when it is pushed mouth downward into an aquarium of water because it contains air |
| | 6.04 Predict that a balloon containing air is heavier than one not inflated (when both are compared on a balance, the answer is obvious) |
| | 6.05 Predict that the water level will rise when objects are placed into a bowl of water and conclude that objects take up space |
| | 6.06 Weigh and measure a group of objects in a given unit |
| | 6.07 Predict that a liquid will take the shape of a container as it (liquid) is poured into a container |
| 7. The learner will understand that matter exists in three forms -- solids, liquids, and gases (physical science) | 7.01 State which is liquid, solid or gas when conducting experiments with water |
| 8. The learner will understand that different kinds of matter have characteristic properties (physical science) | 8.01 Describe color, shape, texture and weight of given objects when given different kinds of matter such as wood, glass, metal, and cloth |
| 9. The learner will be familiar with several different kinds of energy (physical science) | 9.01 State uses of energy such as in heating home, running machinery, and moving vehicles (transportation) |
| | 9.02 Name several sources of energy |
| | - sun |
| | - coal |
| | - electricity |
| | - gas |
| | - wood |
| | - wind |
| | - water |
| | - others |

Science

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| <p>10. The learner will have a general understanding of relation between math and energy (physical science)</p> | <p>10.01 Explain (in simplified terms) how we get energy from matter (e.g., burning of coal and digestion of foods)</p> |
| <p>11. The learner will understand how homes are heated and cooled (physical science)</p> | <p>10.02 Describe the three (3) things needed in order for fire to burn (heat, air and fuel)</p> <p>11.01 List sources of home heating</p> <p>11.02 List ways homes may be kept cooler during hot seasons</p> |
| <p>12. The learner will understand that environmental forces change the earth (earth and space)</p> | <p>12.01 Describe ways the earth has changed through natural processes (e.g., flooding, climate, weathering, earthquake and volcanoes)</p> <p>12.02 Describe how water causes soil erosion</p> |
| <p>13. The learner will have an understanding of weather reports (earth and space)</p> | <p>13.01 Demonstrate ability to read a weather thermometer</p> <p>13.02 Read weather reports</p> <p>13.03 Describe the usefulness of weather reports (e.g., weather predictions)</p> |
| <p>14. The learner will have an understanding of the four seasons</p> | <p>14.01 Classify spring, summer, autumn and winter when given pictures of the seasons</p> <p>14.02 Describe how some plants (trees, shrubs, grass) change from season to season</p> |
| <p>15. The learner will have a general understanding of heavenly bodies (earth and space)</p> | <p>15.01 Specify that heavenly bodies are the sun, moon stars, and planets</p> <p>15.02 Give specific information about the sun, moon, stars, and planets</p> |
| <p>16. The learner will have a general understanding of air (earth and space)</p> | <p>16.01 Describe the basic characteristics of air (occupies space, cannot be seen, moves, has weight)</p> <p>16.02 Describe the usefulness of air (fires, living things need it, breathe it)</p> |

Grades 7-9

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| <p>1. The learner will understand that all life comes from life -- reproduction (biological science)</p> | <p>1.01 Use examples to explain "life comes from life"</p> <p>1.02 Give examples of characteristics of heredity</p> |
| <p>2. The learner will understand the many uses of plants and animals (biological science)</p> | <p>2.01 Name 5-10 ways man uses trees</p> <p>2.02 Name 5-10 ways in which man uses animals</p> |

Science

3. The learner will understand the basic functions of the skeletal and muscular systems (biological science)
4. The learner will understand the basic functions of the five senses
5. The learner will understand the basic composition of the earth (earth science)
6. The learner will understand the basic composition of bodies of water (earth science)
7. The learner will understand that an atmosphere surrounds the earth's surface (earth science)
8. The learner will understand the composition of the solar system (earth and space science)

- 3.01 Name a minimum of three functions of the skeletal system
- 3.02 Name a minimum of three functions of the muscles
- 3.03 Demonstrate how the joints work
- 4.01 Name the major parts of each sensory organ and what it does
- 4.02 Explain what we can do to help keep our sensory organs functioning properly
- 5.01 Understand the formation of rocks
- 5.02 Understand the terms -- piedmont, mountain and coastal regions -- of his/her home state
- 5.03 Demonstrate some methods used by researchers to determine ages of artifacts and other things found from diggings
- 5.04 Explain and demonstrate how the forces of gravity work
- 6.01 Name well-known lakes or rivers in his/her home state/community
- 6.02 Explain 5-10 uses of bodies of water
- 6.03 Explain how coastal landscapes are changed by waves, tides, currents, winds and tectonic action
- 6.04 Give examples of efforts to control shorelines such as sea walls and jetties showing how natural systems have responded
- 7.01 Demonstrate the air movement caused by heating and cooling
- 7.02 Demonstrate a fair understanding of cloud formations
- 7.03 Explain the production of precipitation when given a chart
- 7.04 Show how different types of precipitation form under different temperature conditions when given a chart
- 7.05 Explain the basic causes and effects of air pollution when given a chart
- 8.01 Name the major bodies of the solar system
- 8.02 Demonstrate how the sun is the center of the solar system
- 8.03 Demonstrate a basic understanding of stars and planets
- 8.04 Demonstrate how the earth rotates and revolves through the universe

Science

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| 9. The learner will understand the nature of climate, weather and seasons | 9.01 Explain the difference between climate, weather and seasons |
| | 9.02 Demonstrate how physical factors affect the climate |
| | 9.03 Demonstrate how seasonal changes cause climate changes in North Carolina |
| 10. The learner will understand the changes in weather (earth science) | 10.01 Explain the terms: hurricanes, tornadoes, thunder and lightning |
| | 10.02 Explain the importance of weather forecasting |
| | 10.03 Explain the difference in weather watches and warnings |
| 11. The learner will understand the concept of the four seasons and their relationships to weather and climate (earth science) | 11.01 Demonstrate how the movement of the earth determines seasons |
| | 11.02 Explain what causes leaves on trees to change colors |
| | 11.03 Identify characteristics of the seasons including weather, plants and animals and daylight hours |
| 12. The learner will understand the importance of using a scientific method as a way of solving many everyday problems (physical science) | 12.01 Name the major steps of a scientific method of problem solving |
| | 12.02 Demonstrate the ability to apply a scientific method in solving the problem when given a problem to solve |
| 13. The learner will understand that science depends on accurate measurement (physical science) | 13.01 Demonstrate a knowledge of the basic units of length, mass, volume and temperature when given measurement problems |
| | 13.02 Demonstrate how inaccurate measurements can result in unsuccessful or incomplete results |
| 14. The learner will understand that all matter is composed of basic units called atoms which can be described by their physical properties (physical science) | 14.01 Demonstrate and explain that all matter occupies space and has weight |
| 15. The learner will understand that energy is the ability to do work (energy science) | 15.01 Distinguish which is chemical, heat, electrical, mechanical, etc., when given a list of sources of energy |
| | 15.02 Demonstrate that sound waves are produced by vibrating matter and must travel through some physical medium |
| | 15.03 Give examples of how to conserve energy |

Science

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| <p>16. The learner will understand that machines help to make work easier (energy science)</p> <p>17. The learner will understand the nature of population and its effect on ecology (ecology)</p> <p>18. The learner will understand the implication of humans in their environment (ecology)</p> | <p>15.04 Name three to five forms of light energy and how each works</p> <p>15.05 Demonstrate how heat and fire are used as forms of energy</p> <p>15.06 Name and explain five ways to heat the home, school or office</p> <p>15.07 Explain the household use of insulators</p> <p>15.08 Explain man's useful control and need for fire</p>
<p>16.01 Diagram three classes of machines and explain how each works</p> <p>16.02 Describe the following simple machines: magnet, lever, pulley, wheel and axle</p>
<p>17.01 Explain how the population has increased and decreased over the past year</p> <p>17.02 Discuss the relationship between population increase, energy and food sources</p>
<p>18.01 Describe effects people have had and are having on the environment</p> <p>18.02 Discuss issues of world hunger, population control, alternate energy sources, pollution control and endangered species</p> |
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Grades 10-12

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| <p>1. The learner will understand biology as the study of life science (biological science)</p> <p>2. The learner will understand that living things receive characteristics from parent organisms (biological science)</p> <p>3. The learner will understand the nature of multi-cellular plants (biological science)</p> <p>4. The learner will understand the general characteristics of invertebrates (biological science)</p> | <p>1.01 List and discuss the characteristics of living and non-living things</p>
<p>2.01 Explain the process of heredity and how living things have same and similar characteristics of their parents</p> <p>2.02 Discuss why offspring are similar to or dissimilar from their parents</p>
<p>3.01 Explain the importance of mosses and ferns to people</p> <p>3.02 Describe the role and function of seeds</p> <p>3.03 Explain the process and importance of photosynthesis</p> <p>3.04 Describe the ways that plants reproduce and grow</p>
<p>4.01 Name three invertebrates and explain their importance to people</p> |
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Science

5. The learner will understand the general characteristics of vertebrates (biological science)
 - 5.01 Label five types of fish and explain the relationship of fish to human beings
 - 5.02 Identify reptiles in North Carolina and describe the relationship of reptiles to human beings
 - 5.03 Identify characteristics of common birds of North Carolina and explain their relationship to human beings
 - 5.04 Identify mammal characteristics and be able to group mammals into order when given a list of common mammals
 - 5.05 Describe mammals' (animals) relationships to people
 - 5.06 List structural similarities and differences when given specimens of various vertebrates
6. The learner will understand the nature and functions of the human body
 - 6.01 Label and describe the major organs of each major system of the human body
 - 6.02 List major functions of the organs composing the human body
 - 6.03 Discuss the effects of disease (nutritional, pathogenic, genetic) upon the physiology of the human body
 - 6.04 Discuss issues such as abortion, birth control, venereal disease, child abuse
 - 6.05 Discuss the consequences of the use of alcohol, narcotics and tobacco
7. The learner will understand the process of problem solving through scientific methods (physical science)
 - 7.01 Demonstrate steps in problem solving: (a) getting facts; (b) trial conclusion; (c) check trial conclusion; (d) make final conclusion
8. The learner will understand how science is applied to daily living activities (physical science)
 - 8.01 Demonstrate scientific principles for using the family car, household equipment, and on the job
 - 8.02 Demonstrate and discuss safety practices at home and on the highways
 - 8.03 Name and discuss methods of using and preserving energy and natural resources through daily activities
 - 8.04 Demonstrate preservation of foods through various methods
 - 8.05 Demonstrate measurements of heat and temperatures

Social Studies

Social Studies

The skills component of this document is to be used in conjunction with the knowledge component, skills being introduced, practiced, and refined as learners deal with goals and performance indicators for knowledge. Selection of age appropriate content for skill development is essential at the high school level.

As a matter of organization, economics are included in the section on vocational education. The critical question is not, "Can the educable mentally handicapped learner master the high school traditional social studies content?" but rather, "Is it a justifiable use of the learner's time?" Consequently social studies at the high school level focuses on assisting the learner make the necessary transition from school to the larger community. The following social studies curricula are included for the following reasons:

1. Most educable mentally handicapped learners will as adults continue to reside in the county of their birth, therefore, they should learn as much as possible about the local county and state -- services available to him/her, as well as his/her responsibilities and rights as a citizen in a democratic society.
2. Citizenship -- every young adult needs to be aware of his/her rights and responsibilities as a citizen.
3. To fully accept his/her responsibility as a citizen, the young adult should vote in city, state, and national elections. Therefore, he/she needs to know "when," "why," "how," and "where" to vote.
4. Educable mentally handicapped pupils require a longer period of time to learn and understand the information needed to pass the driver's education course. This unit is designed as a supplement to the regular drivers education course offered to all pupils.
5. Educable mentally handicapped pupils are not always fully aware of the consequences of their behavior or of the legal structure designed to arbitrate transgressions against the system. Therefore, the section on law focuses on acquainting the learner with the legal implications of his/her behavior.

SKILLS

SOCIAL STUDIES

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS
	Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Grades K-3	
1. The learner will identify and define problems and suggest ways of solving them	1.01 Define terms in an appropriately stated and pertinent problem 1.02 Set up a tentative hypothesis for dealing with the problem 1.03 Suggest possible consequences of various courses of action
2. The learner will locate needed information	2.01 Use primary picture dictionaries and primary picture encyclopedias
3. The learner will gather information	3.01 Collect information through field trips and interviews: - identify the purpose of the activity - plan procedures, rules of behavior, questions to be asked, things to look for - describe information gained during the field trip or interviews
4. The learner will evaluate information	4.01 Distinguish between fact and fiction
5. The learner will organize and analyze information and draw conclusions	5.01 Organize information - identify similarities and differences in data - classify or categorize data - place ideas in sequence
6. The learner will use maps	6.01 Identify, given examples, maps, photographs, pictures, and models 6.02 Locate places on map - locate home town and county on map of North Carolina - locate the Equator and polar circles on a world map
7. The learner will have a sense of time and chronology	7.01 Demonstrate an understanding of the time system and the calendar - tell time by the clock - name in order the days of the week - name in order the months of the year - locate the dates of special events on a calendar - associate months with seasons of the year

Social Studies

8. The learner will demonstrate growth in self-management skills

9. The learner will participate in group activities

- 7.02 Demonstrate an understanding of the chronological sequence of events
 - arrange in chronological order a series of personal experiences
 - express order or sequence in terms of first, second, third, etc.
- 8.01 Decrease, given age-appropriate experiences, egocentric (self-centered) perspectives
 - identify examples of physical perspective
 - identify, given a story, picture, or film depicting different ways of living, differences and similarities between her/his own perspective and those depicted
 - grow in the capacity to act in response to the interests and welfare of others
- 8.02 Increase, given age-appropriate experiences, in the capacity to empathize (to "step into another's shoes" or to understand that others may "see things differently")
 - demonstrate growing capacity to describe the thoughts and feelings of others
 - role-play characters in social context from own social context
- 8.03 Increase, given age-appropriate experiences, in the ability to accept diversity increasingly as natural and inevitable
 - ascribe some physical differences to heredity
 - ascribe some behavioral differences to training or upbringing
- 8.04 Develop, given age-appropriate experiences, increasingly constructive attitudes toward change
 - identify examples of physical change
 - recognize the results of change
- 8.05 Accept, given age-appropriate experiences, conflict as inevitable and potentially manageable
 - identify human situations which contain conflict
 - suggest reasons for a given conflict
 - suggest ways a given conflict might have been avoided
 - propose ways of settling a given conflict
- 9.01 Participate in appropriate group discussion and planning
 - initiate ideas
 - listen to the ideas of others
 - suggest ways of resolving group differences

Social Studies

- 9.02 Engage in group decision-making
 - follow democratic procedures in helping to make group decisions
 - follow established rules
 - anticipate possible consequences of group decisions
 - suggest means of group evaluation
- 9.03 Act upon group decisions
 - assume responsibility for carrying out assigned tasks
 - accept responsibility for group actions taken as a result of democratic group planning and decision-making

Grades 4-7

- 1. The learner will identify and define problems and suggest ways of solving them
 - 2. The learner will locate needed information
 - 3. The learner will evaluate information
 - 4. The learner will organize and analyze information and draw conclusions
- 1.01 Recognize, given an appropriately stated and pertinent body of informations, that a problem exists
 - 1.02 Identify the value conflicts inherent in the problem
 - 2.01 Choose appropriate reference books and sources to locate needed information
 - primary dictionaries
 - encyclopedias
 - age-appropriate newspapers and magazines
 - atlases
 - 2.02 Begin to use the index in books
 - 2.03 Begin to use the table of contents in books
 - 3.01 Check new data against a background of facts, given sources of information on a subject or topic
 - 3.02 Identify emotional words
 - 4.01 Collect information (verbal sources)
 - display information gathered
 - relate a short summary of the ideas in his/her own words
 - 4.02 Analyze information
 - construe circle graphs
 - 4.03 Select a rational course of action based on conclusions
 - list alternative courses of action
 - list arguments for and against each alternative
 - select the course of action most likely to achieve goals

Social Studies

5. The learner will use maps

- 5.01 Construct maps
- 5.02 Locate places on maps
 - use the number and key system to locate places on highway maps
- 5.03 Use scale and compute distances
 - use small objects to represent large ones (i.e., blocks = houses; a photograph of a given area = that area; model of an area or object = that area or object)
- 5.04 Interpret map symbols
 - recognize symbols for political boundaries
 - identify the elevation of a given point on a color contour and raised relief map
 - distinguish between land masses and water areas
 - locate and identify continents and oceans
 - locate the home state and city (nearest large town) on a map of the United States
- 5.05 Compare maps
 - choose, given a question and variety of maps, the map which will best answer the question

6. The learner will have a sense of time and chronology

- 6.01 Demonstrate an understanding of the time system and the calendar
- 6.02 Demonstrate an understanding of the chronological sequence of events
 - compute the length of time between two given dates

7. The learner will demonstrate growth in self-management skills

- 7.01 Decrease, given age-appropriate experiences, in egocentric (self-centered) perspectives
 - anticipate the feelings of a person with a life style different from his/her own
 - accept as legitimate the dissimilar views of people different from himself/herself
- 7.02 Decrease, given age-appropriate experiences, in ethnocentric perceptions (the view that one's own group is the center of everything)
- 7.03 Decrease, given age-appropriate experiences, in stereotypic perceptions
 - revise stereotyped statements to make them more qualified
 - use qualified ("some," "many,") rather than stereotyped ("all," "every") descriptions of groups, beliefs, or events
- 7.04 Increase, given age-appropriate experiences, in the capacity to empathize ("to step into another's shoes" or to understand that others may "see things differently")
- 7.05 Accept, given age-appropriate experiences, diversity increasingly as natural and inevitable

Social Studies

Grades 8-9

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| <ol style="list-style-type: none">1. The learner will evaluate information
2. The learner will have a sense of time and chronology
3. The learner will use maps | <ol style="list-style-type: none">7.06 Increase in the capacity to deal with uncertainty<ul style="list-style-type: none">- accept the best answer available, knowing it may not be the final answer- change opinions and actions when presented with new evidence
1.01 Distinguish, given a body of data, among facts, inferences, and value judgments1.02 Identify, given a body of data, assumptions contained in the data
2.01 Demonstrate an understanding of the time system2.02 Demonstrate an understanding of the chronological sequence of events<ul style="list-style-type: none">- state, given an appropriate issue or problem, its historical antecedents
3.01 Use scale and compute distances<ul style="list-style-type: none">- use small objects to represent large ones (i.e., blocks = houses; a photograph of a given area = that area; model of an area or object = that area or object) |
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SKILLS (Citizenship, History, Government, Geography)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Grades 10-12 1. The learner will know the services available to him/her in the county in which he/she resides 2. The learner will know about the social and economic factors of his/her county 3. The learner will know how members of his/her community are governed	1.01 Identify the following public agencies - Social Services - Mental Health - Public Health - Police - Fire - Sanitation - Postal Services - Employment Security - Social Security - Jail - Libraries - Courthouse - Agriculture Extension - Vocational Rehabilitation - Park and Recreation - Other 1.02 Identify services available through the above mentioned agencies 1.03 Describe how to access the above mentioned services 1.04 Use a telephone directory to find the telephone number and address of public agencies 1.05 Use a map of the town/county to locate the public agencies 2.01 Identify educational services available within county 2.02 Identify civic organizations and the major services available through each organization 2.03 Name and describe the benefits of North Carolina's natural resources, i.e., water, forest, agriculture, industry 2.04 Use social and economic factors to determine the availability of jobs 2.05 Define transportation and communication as economic factors 3.01 Define what laws are 3.02 Explain why there are laws 3.03 Explain how laws are enforced by the following - city and county police - sheriff's department - highway patrol - state bureau of investigation

Social Studies

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| 4. The learner will know the process of a democratic election | 3.04 Name the legal rights and responsibilities of an individual
3.05 Explain juvenile status in terms of the law
3.06 Use related vocabulary
3.07 Identify elected town, county, and state officials |
| 5. The learner will know about the towns/landmarks located within his/her county | 4.01 Define, given appropriate experiences, such as student council elections, the following terms associated with the electoral process <ul style="list-style-type: none">- registration- voting- candidate- campaign- primary election- political party- party convention- general election 4.02 Follow an election campaign through the following media <ul style="list-style-type: none">- television- radio- newspaper- person- school 4.03 Critique speeches
4.04 Explain the process of voting <ul style="list-style-type: none">- why- where- how
- machine voting- write-in-vote- paper ballots |
| 6. The learner will know about the major towns and cities in his/her state | 5.01 Use maps to locate towns/landmarks within the county
5.02 Name the county seat and larger towns within the county |
| 7. The learner will be knowledgeable about using public transportation | 6.01 Use maps to locate cities within the state
6.02 Name the state capital

7.01 Identify public transportation in the town/county
7.02 List any free transportation available in the town/county
7.03 Use a map to travel within the town/county
7.04 Identify correct change for bus fare
7.05 Interpret bus/train time schedules and fares
7.06 Use a bus schedule to plan time needed to get to and from specific places, i.e., work |

Social Studies

8. The learner will be knowledgeable about driving regulations

- 8.01 Explain how the individual makes highways safe (passengers, drivers, and pedestrians)
- 8.02 Identify and explain the highway signs
- 8.03 Explain driving regulations
- 8.04 Identify the various parts and functions of a vehicle
- 8.05 Describe the responsibility of a driver, a passenger, and a pedestrian
- 8.06 Explain how to obtain and retain a drivers license
- 8.07 Explain financial responsibilities for operation of a vehicle as defined by North Carolina law

9. The learner will know important developments in North Carolina history

- 9.01 Explain why North Carolina was settled
- 9.02 Describe early colonization under England
- 9.03 Describe the establishment of the Union
- 9.04 List the causes of the Civil War
- 9.05 Describe North Carolina today
 - population increase
 - development of educational systems
 - economic conditions
 - social conditions

KNOWLEDGE (History, Economics, Government, Geography, Sociology/Anthropology)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Grades K-3	
1. The learner will know that people and their homes and schools change over time (history)	1.01 Describe changes in self and family (growth, birth, etc.) 1.02 Identify, given appropriate examples of change (series of photographs, etc.), those things which have changed
2. The learner will know commonly accepted symbols and observances of the American heritage (history, government)	2.01 Identify from among alternatives - the National Anthem - the American Flag 2.02 Interpret orally or artistically the symbols and/or importance of special days as they are celebrated - Columbus Day - Thanksgiving - Lincoln's Birthday - Washington's Birthday - Memorial Day - Independence Day
3. The learner will know famous people of history (history, government)	3.01 Know - that George Washington was the first President of the United States - the present President of the United States
4. The learner will know that unlimited wants and limited resources create scarcity (economics)	4.01 Distinguish between wants and resources given an appropriate listing of both* 4.02 Distinguish between scarce and plentiful resources given an appropriate listing
5. The learner will know that all families produce and consume goods and services (economics)	5.01 Distinguish, given pertinent examples, between goods and services 5.02 Identify, given an appropriate description of a family, those family members who are - producers - consumers - both producers and consumers 5.03 State that families earn their money by producing goods or services
6. The learner will know that there is a division of labor in home and school (economics)	6.01 Identify jobs performed by various family members when provided with an appropriate written, oral, or visual description of a family

* Defined by the teacher in age-appropriate terms

Social Studies

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| <ul style="list-style-type: none">7. The learner will know that rules and laws are part of community life (government, sociology/anthropology)8. The learner will know that people living in groups need rules and laws (government, sociology/anthropology)9. The learner will know the effects of climate on how people live (geography, sociology/anthropology)10. The learner will know that maps are representations of the earth's surface (geography)11. The learner will know that individuals and families are both alike and different (sociology/anthropology)12. The learner will know that individuals occupy multiple roles in families and schools (sociology/anthropology) | <ul style="list-style-type: none">6.02 Name and describe, following a trip around the school and/or interviews with school workers, the jobs performed by the various categories of school workers6.03 Identify and state, given descriptions of jobs performed by school workers, the relationships between such work and the well-being of the school community7.01 Identify rules of family living when given a story or illustration depicting a family living in one's own or another culture8.01 Suggest the need for rules or laws when presented with a situation illustrating dangers or confusions caused by the absence of rules or laws8.02 Suggest appropriate rules for a game when confronted with a childhood game without rules or with confusing or inappropriate rules9.01 State, given descriptions of changing seasons, what clothing is suitable for wear in different seasons9.02 Identify games, recreational activities, and holidays associated with different seasons10.01 Identify maps and describe appropriate uses10.02 Construct and locate places on simple maps of<ul style="list-style-type: none">- the home- the classroom- the school11.01 Distinguish, given appropriate experiences, likenesses and differences among families in terms of<ul style="list-style-type: none">- size- composition12.01 Distinguish among the social roles one occupies (child, grandchild, sibling, learner, teacher)12.02 Identify, given an appropriate description of a child, the groups of which the child is a member (e.g., family, school, religious, play, community) |
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Social Studies

Grades 4-6

1. The learner will know that neighborhoods and communities change over time (history)
 - 1.01 Identify changes which have occurred when presented with appropriate maps, pictures, or descriptions of change in a given neighborhood or community
 - 1.02 Predict logical future changes when given an incomplete set of pictures or an unfinished film or story
2. The learner will know commonly accepted symbols and observances of the American heritage (history, government)
 - 2.01 Repeat the Pledge of Allegiance to the Flag
 - 2.02 Identify from among alternatives the Flag of North Carolina
 - 2.03 Interpret orally or artistically the symbols and/or importance of special days as they are celebrated
 - Labor Day
 - Veterans Day
 - Martin Luther King's Birthday
3. The learner will know that unlimited wants and limited resources create scarcity (economics)
 - 3.01 Conclude, given an appropriate problem of scarcity (i.e., not enough pencils, paper, or scissors for every pupil; not enough money to buy all the toys one wants), that one must make choices about how scarce resources are to be used
4. The learner will know that there is a division of labor (specialization) in neighborhoods and communities (economics)
 - 4.01 Identify and describe jobs performed in neighborhood/community businesses and industries following a field trip to such businesses or industries
5. The learner will know that money is a means of economic exchange (economics)
 - 5.01 Distinguish between money and barter (or trading, "swapping")
 - 5.02 Identify incidences of money being exchanged for goods or the performance of services
6. The learner will know that people living and working in groups need rules and laws (government, sociology/anthropology)
 - 6.01 Suggest, given a situation in which rules or laws are not obeyed, the consequences of such non-obedience
 - 6.02 Suggest practical and workable rules for classroom and school behavior and justify the need for such rules
7. The learner will know that rules and laws are a part of community life (government, sociology/anthropology)
 - 7.01 Suggest appropriate rules when confronted with a situation in which the absence of rules causes confusion
 - 7.02 Identify laws of one's own community

Social Studies

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| 8. The learner will know that the local community makes laws to govern itself and that adults elect men and women from the community to operate the local government(government) | 8.01 Identify governmental bodies |
| | 8.02 Distinguish between rules and laws when given age-appropriate examples of both |
| 9. The learner will know the effects of climate on how people live (geography, sociology/anthropology) | 9.01 State how ways of living might differ in differing climates |
| | 9.02 Identify some practices and inventions which enable people to overcome the effects of climate |
| 10. The learner will know that maps are representations of the earth and will use basic geographic terminology (geography) | 10.01 Construct simple maps of one's own neighborhood/ community and locate places on them |
| | 10.02 Construct simple maps of communities studied and locate places on them |
| | 10.03 Identify and use map symbols to represent <ul style="list-style-type: none">- streets, roads, highways- rivers, oceans, lakes- structures of various kinds (bridges, various buildings)- land areas |
| | 10.04 Locate on an appropriate map one's own city, county, state, and nation and correctly use these political/geographic terms |
| 11. The learner will know how individuals, families, and communities are alike and different (sociology/anthropology, geography, government) | 11.01 Distinguish likenesses and differences among carefully described individuals and families in terms of <ul style="list-style-type: none">- physical attributes- behavior- human needs |
| | 11.02 Distinguish similarities and differences between two carefully described communities in terms of <ul style="list-style-type: none">- climate/physical environment- economic activity |
| 12. The learner will know individuals occupy multiple roles in families, neighborhoods, and communities (sociology/anthropology) | 12.01 Identify the multiple roles occupied by familiar adults |
| | 12.02 Identify from a description of an unfamiliar adult the multiple roles he/she occupies |

Social Studies

13. The learner will know that human groups maintain norms of behavior (sociology/anthropology)

Grade 7

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| <p>1. The learner will know that ways of living change over time and how and why these changes occur (history)</p> <p>2. The learner will know that change affects the lives of people (history, sociology/anthropology)</p> <p>3. The learner will know major events in the history of North Carolina (history, government)</p> <p>4. The learner will know that the past of North Carolina affects the lives of its citizens today (history, government, economics, sociology/anthropology)</p> <p>5. The learner will know the natural and human resources found in North Carolina</p> <p>6. The learner will know that laws are made by all levels of government (government)</p> | <p>13.01 Identify, from a careful description of familiar groups</p> <ul style="list-style-type: none">- group rules (customs)- how group rules (customs) are learned- how group rules (customs) are enforced (maintained)
<p>1.01 Identify changes which have occurred when given an appropriate series of photographs depicting changes in ways of living (dress, housing, work, transportation, entertainment, etc.) in North Carolina</p> <p>1.02 Identify from among given alternatives the effects or results of change in North Carolina</p> <p>1.03 Explain the reasons for carefully selected examples of change in North Carolina</p>
<p>2.01 Predict logical effects on the lives of people of a given change in North Carolina</p> <p>2.02 Select from a list of possible results of a given change in North Carolina, the most logical result(s) of the change</p>
<p>3.01 Identify major events in the history of North Carolina when given a list</p>
<p>4.01 Identify pertinent causes (or antecedents) in the past of a significant and appropriate North Carolina phenomenon or event</p> <p>4.02 Identify the influence of an important event in North Carolina's past on present ways of living in the state</p>
<p>5.01 Name resources found in North Carolina</p> <p>5.02 Suggest the use being made or not being made of specified natural resources of North Carolina</p>
<p>6.01 Name levels of government that make laws</p> <p>6.02 Identify the composition of law-making bodies at local, state, and national levels given concise information about these bodies</p> |
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Social Studies

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| 7. The learner will know that in democracies citizens must communicate their wishes to their elected governments (government) | 7.01 Identify, from given examples and non-examples, means by which citizens can influence their elected governments |
| 8. The learner will know the process of a democratic election (government) | 7.02 Choose from among specific alternatives the means which citizens will find are most useful in influencing local governing bodies |
| 9. The learner will know that local, state, and national governments often assist one another in meeting the needs of people (government) | 8.01 Define, given appropriate experiences, such as student council elections, the following terms associated with the electoral process <ul style="list-style-type: none">- candidate- campaign- general election |
| 10. The learner will know that there are traditional symbols of citizenship (government, history) | 9.01 Identify problems that more than one level of government addresses |
| 11. The learner will know that governments get their money from people (economics, government) | 10.01 Identify from among alternatives <ul style="list-style-type: none">- the Governor of North Carolina- the capitals of North Carolina and the United States- the flag of North Carolina- the North Carolina State Seal- the North Carolina State Song |
| 12. The learner will know that physical geography is a factor in determining where and how people live (physical geography: waterways, forests, mountains) | 11.01 Distinguish between services provided by public tax support and those funded privately |
| 13. The learner will know that there is an unequal distribution of natural resources (geography, economics) | 11.02 Distinguish between local and state taxes |
| | 11.03 Explain that public services cost tax dollars |
| | 12.01 Explain how physical geography influences how and where people live |
| | 13.01 Locate on a physical/resource map of North Carolina <ul style="list-style-type: none">- areas best suited for agriculture- areas best suited for the location of basic industry |

Social Studies

- *14. The learner will know that resources may be consumed, conserved, polluted, destroyed, and renewed (geography, economics)

15. The learner will know the influence of ideas and inventions in changing ways of living (sociology/anthropology, history, economics)

Grade 8

1. The learner will know that ways of living change over time and why and how these changes occur (history)
2. The learner will know that change affects the lives of people (history, sociology/anthropology)
3. The learner will know the basic attributes of the economic system of the United States (economics, government)

* Defined by the teacher in age-appropriate terms

- 13.02 Locate, given an appropriate map of North Carolina, major landforms and bodies of water
 - 14.01 Predict the consequences of overconsumption, given an appropriate local case study of the overconsumption of non-renewable resources
 - 14.02 Suggest causes and effects of, as well as alternatives to, the pollution of resources in response to a carefully chosen case study
 - state reasons why the pollution occurred
 - suggest alternative uses of the resources
 - suggest ways of renewing or recycling the polluted resources
 - 15.01 Describe the changes made in ways of living in North Carolina by such significant inventions as automobiles, television, etc.
 - 15.02 Describe and cite reasons for resistance to these changes
 - 15.03 Cite both positive and negative effects of the changes
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- 1.01 Identify changes which have occurred when given an appropriate series of photographs depicting changes in ways of living (dress, housing, work, transportation, entertainment, etc.) in the United States
 - 1.02 Identify from among alternatives the effects or results of important changes which have occurred in the United States
 - 2.01 Select from a list of possible results of a given change in the United States the result(s) of the change
 - 2.02 Predict effects on the lives of people of given significant change occurring in the United States
 - 3.01 State the importance of consumer demand in deciding what goods and services are produced, given basic pertinent descriptions of the market economy of the United States at work
 - 3.02 Describe the interaction of the following elements in the production of a familiar product
 - natural resources
 - capital
 - labor
 - transportation
 - consumer demand

Social Studies

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| <p>4. The learner will know that laws are made by local, state, and national governments</p> | <p>4.01 Distinguish among local, state, and national governments from descriptions of all three</p> <p>4.02 Identify legislative (enact laws), executive (implement laws), and judicial (enforce laws) functions of local, state, or national governments given adequate descriptions of these functions</p> |
| <p>5. The learner will know that in democracies, citizens must communicate their wishes to their elected governments (government)</p> | <p>5.01 Identify ways citizens can influence their governments</p> <p>5.02 Suggest means that citizens might use to influence government policy given an example of governmental apathy on an issue of popular concern</p> <p>5.03 Suggest some consequences of the failure of citizens to communicate their wishes to their elected governments</p> |
| <p>6. The learner will know the process of a democratic election (government)</p> | <p>6.01 Define, given appropriate experiences, such as student council elections, the following terms associated with the electoral process *</p> <ul style="list-style-type: none"> - registration - voting - candidate - campaign |
| <p>7. The learner will know the rights and responsibilities of citizens</p> | <p>7.01 Explain the rights of citizens in the United States, given a listing of possible rights of individuals</p> <p>7.02 Explain the responsibilities of citizens in the United States, given a list of possible responsibilities of individuals</p> |
| <p>8. The learner will know that local, state, and national governments often assist one another in meeting the needs of people (government)</p> | <p>8.01 Identify examples of cooperation/assistance among local, state, and national governments, given both examples and non-examples</p> <p>8.02 Identify problems as being largely local, state, and/or national from a given list of problems</p> |
| <p>9. The learner will know that governments are supported by taxes paid by citizens (government, economics)</p> | <p>9.01 Distinguish between examples and non-examples of taxes</p> <p>9.02 Cite relationships between tax payment and governmental services</p> |
| <p>10. The learner will know that physical geography is a factor in determining how and where people live (geography)</p> | <p>10.01 Identify instances in which physical geography is a significant factor in determining how/where people live</p> <p>10.02 Identify technology as a means of overcoming the effects of physical geography</p> |

* Given age-appropriate experiences

Social Studies

11. The learner will know that natural resources may be consumed, conserved, polluted, destroyed, and renewed (geography, economics)
12. The learner will know that while each individual is unique, similarities among peoples are greater than differences (sociology/anthropology)
13. The learner will know the influence of ideas and inventions in changing ways of living (sociology/anthropology, history, economics)

- 11.01 Predict the consequences of overconsumption given an appropriate case study of the overconsumption of non-renewable resources in the United States
- 11.02 Suggest causes and effects of, as well as alternatives to, the pollution of resources in response to a carefully stated case study
 - state reasons why the pollution occurred
 - suggest alternatives to the pollution of resources
 - suggest ways of renewing the resources or substituting for them
- 12.01 Distinguish likenesses and differences among selected peoples in terms of physical attributes and ways of living
- 13.01 Describe changes made in ways of living in the United States by such significant inventions as the automobile, air travel, television, etc.

Vocational Education

Vocational Education

Vocational education comprises a major portion of sound programming for all educable mentally handicapped pupils. Pre-vocational skills are an integral part of the total curriculum for any pupil; therefore, pre-vocational skills are also included in all the other sections of this volume. Planning Guide on Secondary Programs for the Educable Mentally Handicapped represents a joint effort of the Division for Exceptional Children and the Division of Vocational Education and the Division for Vocational Rehabilitation Services, Department of Human Resources to describe sound programming for the educable mentally handicapped population at the secondary level.

SKILLS

VOCATIONAL EDUCATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Grades K-3	
1. The learner will develop good grooming habits	1.01 Discuss the importance of having a clean body and hair 1.02 Discuss the importance of wearing clean and suitable clothing 1.03 Discuss the importance of eating the correct foods 1.04 Name good health habits that are practiced daily 1.05 Collect pictures showing good health habits
2. The learner will use appropriate classroom work habits	2.01 Use and store classroom supplies and equipment properly 2.02 Perform assigned classroom tasks 2.03 Discuss the importance of having a regular time for performing tasks 2.04 Discuss the importance of completing his tasks 2.05 Discuss the importance of doing tasks properly
3. The learner will be aware of the importance of working with others	3.01 Discuss getting along with others 3.02 Discuss getting along with persons in authority 3.03 Take turns in classroom activities 3.04 Share materials and equipment
4. The learner will develop an understanding of the work done by family members	4.01 Discuss tasks they perform to help family 4.02 Discuss tasks performed by brother and sisters 4.03 Discuss work performed by mother and father 4.04 Discuss the concept that everyone who is able works
5. The learner will develop an understanding of work performed by school staff	5.01 Discuss the role of principal, teacher, aide, cafeteria manager, librarian, custodian, school nurse, etc. 5.02 Prepare posters which demonstrate the work done by school staff
6. The learner will develop an understanding of the duties of community helpers	6.01 Discuss the services performed by doctors, dentists, firemen, postmen, sanitation workers, etc. 6.02 Assist in planning field trips to places of work in the community 6.03 Collect pictures of community helpers 6.04 Give name of personal doctor, dentist, postman, etc.

Vocational Education

Grades 4-6

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| 1. The learner will develop an understanding of individual differences | 1.01 Discuss differences in individual's looks, health, behavior |
| | 1.02 Discuss the advantages of being different |
| | 1.03 Name ways he/she is different from others in the class |
| 2. The learner will be aware of the effect of personal cleanliness in relation to others | 2.01 Discuss personal grooming characteristics of people they like |
| | 2.02 Discuss the kinds of clothing they would wear for different events |
| | 2.03 Make posters showing proper clothing to wear for different kinds of work |
| | 2.04 Practice habits of cleanliness at school |
| 3. The learner will develop an understanding of time allocation | 3.01 Discuss why and how a day's work is planned |
| | 3.02 Discuss the value of starting and completing a task within a planned period of time |
| | 3.03 Discuss the importance of being on time |
| | 3.04 Keep a chart showing the amount of time it takes to complete specific tasks |
| 4. The learner will develop an understanding of the social skills needed to get along with others | 4.01 Discuss the general principles of getting along with others - being courteous - carrying your share of the load - respect for the individual's rights and property |
| | 4.02 Demonstrate socially acceptable behavior in different situations |
| | 4.03 Role play persons in authority, friends, family members, etc. |
| 5. The learner will develop an understanding of skills needed to perform certain tasks within the school, home, and community | 5.01 List kinds of work performed in school, home and community |
| | 5.02 Prepare posters listing skills necessary in performing various tasks |
| | 5.03 Discuss money earned for the various tasks or jobs performed |
| | 5.04 Discuss why pay was different for some of the jobs |
| 6. The learner will develop an understanding of earning, spending, and saving | 6.01 Discuss what pupils do with money earned or any allowance they are given |
| | 6.02 Discuss reasons for saving |
| | 6.03 Set up and operate a classroom store where items can be purchased for tokens earned in the classroom for good work |
| | 6.04 Keep list of earnings, expenditures, and savings |

Vocational Education

Grades 7-9

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| 1. The learner will communicate feelings and ideas effectively | 1.01 Carry on conversation with other persons |
| | 1.02 Discuss an idea or a feeling with another person or group |
| | 1.03 Evaluate one's personal effectiveness in communicating with one or more persons |
| 2. The learner will recognize personal interests, abilities, and attitudes | 2.01 Identify interests, abilities, and attitudes |
| 3. The learner will evaluate physical and mental abilities in relation to job opportunities and personal interests | 3.01 Identify different abilities |
| | 3.02 Compare personal abilities and interests with those required for various jobs |
| 4. The learner will analyze the relationship between self-confidence and success | 4.01 Explore self-image |
| | 4.02 Identify behavior of a self-confident person |
| | 4.03 Identify different reasons which contribute to a feeling of success |
| | 4.04 Compare the behavior shown by a self-confident person to the behavioral characteristics of a successful person |
| 5. The learner will describe the differences between realistic and unrealistic work image of self | 5.01 Recognize realistic and unrealistic work images |
| 6. The learner will identify reasons people work | 6.01 Name several reasons people work |
| 7. The learner will identify occupational clusters and a variety of occupations in each cluster | 7.01 Discuss basic skills required in a particular vocational field and identify occupations related to that field |
| 8. The learner will recognize characteristics and abilities of workers in selected occupations | 8.01 Identify the job characteristics in selected occupations |
| | 8.02 Recognize the abilities needed for selected occupations |
| 9. The learner will describe the effect of supply and demand of workers on employment trends | 9.01 Identify factors that affect employment of workers (seasonal employment, new industry, strikes, bankruptcy, availability of resources, automation) |
| | 9.02 Recognize situations that indicate an oversupply or undersupply of workers for certain occupations |

Vocational Education

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| 10. The learner will apply appropriate procedures used in seeking employment | 10.01 Identify and use information about employment opportunities from a variety of sources |
| | 10.02 Demonstrate the ability to correctly complete a job application and other forms related to employment |
| | 10.03 Identify appropriate procedures for securing a job interview |
| | 10.04 Role play interviewing for a job |
| 11. The learner will apply for a Social Security card | 11.01 Complete application for Social Security card |
| | 11.02 Mail application to the correct address |
| 12. The learner will analyze high school programs as they relate to jobs and tentative personal educational opportunities | 12.01 Identify and explore each high school program area in her/his school |
| | 12.02 Recognize the relationship between jobs and different high school courses |
| | 12.03 Develop a tentative educational plan according to her/his abilities |
| 13. The learner will compare positive work habits and attitudes with one's personal behavior as required by specific jobs | 13.01 Identify positive work habits and attitudes |
| | 13.02 Evaluate personal work habits and attitudes |
| | 13.03 Evaluate personal behavior that is required for specific jobs |
| 14. The learner will assume responsibility for completing job tasks consistently | 14.01 Recognize the need for completing job tasks consistently |
| | 14.02 Evaluate one's own behavior in accepting responsibility |
| 15. The learner will maintain her/his work area in a satisfactory manner | 15.01 Follow the teacher's plan for maintaining a specific work area |
| | 15.02 Recognize when a work station is left in a satisfactory condition |
| 16. The learner will use materials, tools and equipment in a responsible manner | 16.01 Recognize the importance of using materials, tools, and equipment in a responsible manner |
| | 16.02 Demonstrate the proper use and care of materials, tools, and equipment |
| 17. The learner will recognize the importance of personal hygiene and appearance | 17.01 Discuss personal hygiene and personal appearance as it relates to getting and holding a job |
| | 17.02 Practice personal hygiene and good grooming habits |

Vocational Education

18. The learner will function cooperatively with fellow students and school personnel

Grades 10-12

1. The learner will develop an understanding of the free enterprise system

2. The learner will gain hands on work experience

3. The learner will attain pre-employment skills

- 18.01 Evaluate one's personal ability to interact cooperatively with school personnel
10.02 Evaluate one's personal ability to interact cooperatively with fellow students

- 1.01 Discuss the characteristics of the free enterprise system such as individual investment opportunities, motivation, and rewards
1.02 Identify the influence of competition on product, price, promotion, and distribution goals
1.03 Interpret the influence of automation and/or specialization on the economy, business, and the individual
1.04 Identify the effects of law, regulations, and agencies of governments on business organizations
1.05 Identify the effects of taxation on the economy, business, and the individual
1.06 Interpret the role of capital and investment in planning and control for business organizations
1.07 List the influence of labor and labor organizations on the economy, business, and the individual
1.08 List local and national economic factors such as strikes and demonstrations which may influence one's business
1.09 Compare the American private economic system to other economic systems

2.01 Participate in in-school work experience
2.02 Enroll in vocational education courses appropriate to his/her interests and abilities
2.03 Secure after school employment
2.04 Participate in work study program designed by vocational or vocational rehabilitation counselor where such experiences are available
2.05 Demonstrate ability to complete assigned work

3.01 Complete various types of job applications
3.02 Complete types of job interviews
3.03 Maintain appropriate personal hygiene and appearance
3.04 Dress appropriately for job interview
3.05 Dress appropriately for work
3.06 Identify employment benefits
3.07 List characteristics, abilities, and interests of successful workers

Vocational Education

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| 4. The learner will attain basic money management skills | 4.01 Discuss the role of occupational efficiency and income in providing for basic needs and luxuries
4.02 Discuss responsibilities for managing one's income
4.03 Name common financial obligations and how they should be accommodated
4.04 Discuss advantages and disadvantages of buying on credit
4.05 Discuss saving as a technique in total self-management, i.e., bank deposits, petty cash as home, participation in pension benefits
4.06 Discuss the relationship between general habits of saving and their cumulative effect on income
4.07 Prepare biweekly and monthly budgets based on data furnished by instructor
4.08 Discuss principles of banking
4.09 Write sample checks correctly
4.10 Compute bank balance |
| 5. The learner will acquire effective communications skills | 5.01 Follow oral and written instructions for performing job tasks
5.02 Handle inquiries for general information satisfactorily
5.03 Describe how to address other people in a businesslike manner whether they are customers, fellow employees, supervisors, or management
5.04 Use the telephone correctly
5.05 Talk clearly and pleasantly to convey spirit and enthusiasm in one's speech
5.06 Express one's feelings, hopes, aspirations, and concerns |
| 6. The learner will recognize the importance of public relations | 6.01 Describe how understanding others and one's self is basic to working harmoniously together
6.02 Describe how a positive attitude is reflected in one's work
6.03 Identify ways to show an interest in others
6.04 Demonstrate acceptable work attitudes and behavior
6.05 Function cooperatively with fellow workers and supervisors
6.06 Exercise self-control during trying situations |